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Annotated Bibliography

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Acknowledgements

This annotated bibliography has been prepared by the Planning and Policy Secretariat in cooperation with Library Services. It is part of the support documentation for the Educational Quality Indicators (EQI) initiative. Nelly McEwen is the coordinator.

ERIC abstracts are identified through the use of initials at the end of the citation. Hau Chow and Charlotte Landry prepared original abstracts for about 40 percent of the citations. Charlotte Landry identified and retrieved materials from the commercial data bases and other sources; she also indexed those citations with original abstracts according to the *Thesaurus of ERIC Descriptors*. Charlotte Landry and Ismail Esmail developed this bibliographic data base. Ismail Esmail is responsible for maintaining and updating it; he also prepared this print version of the bibliography.

This second edition of the EQI annotated bibliography was revised, expanded and reorganized by a committee of the following Alberta Education staff:

Hau Chow	Planning and Policy Secretariat
Ismail Esmail	Planning and Policy Secretariat
Charlotte Landry	Library Services
Nelly McEwen	Planning and Policy Secretariat
Shirley Wolodko	Library Services

Appreciation is extended to the EQI participants, both in Alberta Education and the participating school jurisdictions, who reviewed the first edition and provided feedback for this publication.

Preface

This second edition of the annotated bibliography for the Educational Quality Indicators initiative contains approximately 230 citations of which 40 percent have been added since the first edition. These citations have been compiled from searches in the following online data bases and print sources: ERIC (Educational Resources Information Center); Education Index; Canadian Education Index; Alberta Education Index; ONTERIS; British Education Index; Psychological Abstracts. Minor stylistic changes have been made to some of the ERIC abstracts for this edition.

The ERIC documents on microfiche can be viewed at: the Education Library at the University of Alberta, the Serials Collection at the University of Lethbridge and the Microform Centre at the University of Calgary. These ERIC documents on microfiche are also available for loan through the Interlibrary Loan Departments of the University of Alberta and the University of Lethbridge. At the University of Calgary, the ERIC documents on microfiche cannot be borrowed, but microfiche copies can be purchased at $1.00 per document, through the University of Calgary's Interlibrary Loan Department.

The ERIC documents are available for purchase (in paper edition or on microfiche) from: *ERIC Document Reproduction Service, 3900 Wheeler Avenue, Alexandria, Virginia, USA, 22304.*

For ease of use, this bibliography has been organized by the clusters identified in the framework for the EQI projects. Within each of these three clusters are subject themes. The citations have been arranged within each theme alphabetically by the principal author's last name, and where there is no author, by the title or source of the item. While most of the items appear under only one theme, some have been categorized under two. For these, the abstract is presented only under the major theme while the citation itself appears under both.

The following chart presents the 14 themes in the three clusters.

Clusters	Themes
Indicator Systems	International Local/Provincial/State Models National/Federal
Interpretative Framework: *context, inputs, processes*	Accountability Educational Finance Educational Reform and Improvement Family/Socioeconomic Factors School/School Administration Effectiveness Teacher/Teaching Effectiveness
Outcomes	Cognitive Testing and Achievement Issues Outcomes/Results of Education Standards

Following the bibliography is an author/institution index. Three appendices identify additional resource materials. Appendix 1 documents educational reform in Canada. Appendix 2 cites annual sources of educational statistics in Canada. Appendix 3 contains selected methodological resource books and articles.

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International

Author: Alkin, Marvin C.
Title: ***National quality indicators: a world view.***
Source/Publ.: Studies in Educational Evaluation, 14(1)
Page(s): 11-24 *Date/Year:* 1988 *Accession No.:* 030

Abstract: An overview of the issue of national educational quality indicators is presented, based on a synthesis of the informed judgments of several respondents from throughout the world. Responses from 18 members of the International Association for Educational Assessment (from Europe, Africa, Asia, South America, and the Middle East) are considered within the context of selected literature on national indicators. (Author/TJH).

Author: Dockrell, W. B.
Title: ***National quality indicators - Scotland.***
Source/Publ.: Studies in Educational Evaluation, 14(1)
Page(s): 47-53 *Date/Year:* 1988 *Accession No.:* 028

Abstract: The background and status of efforts toward the development of national educational quality standards for Scotland are discussed. Issues covered include relationships between English and Scottish efforts, information provided by the Scottish Education Department, problems with local-level authorities, and the use of qualitative versus quantitative methods. (TJH).

Author: Hopkins, David; Leask, Marilyn.
Title: ***Performance indicators and school development.***
Source/Publ.: School Organization, 9(1)
Page(s): 3-20 *Date/Year:* 1989 *Accession No.:* 201

Abstract: This document presents the current state of research in educational quality indicators in the United Kingdom. The authors begin with a brief summary of the UK's involvement with the OECD project. A definition of performance indicator is presented: it "is a statement of what is considered to be a good standard of performance or appropriate achievement in a particular field". The evaluation of two nationally funded projects is presented in this context. The authors suggest that sometimes school development is a more useful organizing concept than performance indicators. They conclude that in order to improve the quality of education, such as in the area of student outcomes or internal conditions of the school, performance indicators need to be linked to school development.

Author: Inbar, Dan E.
Title: ***Quality educational indicators in a nation in the making: the case of Israel.***
Source/Publ.: Studies in Educational Evaluation, 14(1)
Page(s): 55-63 *Date/Year:* 1988 *Accession No.:* 027

Abstract: The background and status of efforts toward development of national educational quality standards for Israel are discussed. Major factors affecting the national situation include the relative youth and small size of the nation, centralization of the educational system, and the democratic value system of the country. (TJH).

Author: Koder, L. Michael.
Title: ***Evaluating primary school achievements in the next decade.***
Source/Publ.: Australian Conference of Directors-General of Education
Place of Publ.: Sydney, Australia
Page(s): 19p. *Date/Year:* 1988 *Accession No.:* 189
Notes: Bulletin 10, Reporting on educational progress: performance indicators in education monograph series.

Abstract: This is one in an ongoing series of bulletins, published since 1988, that discusses the many aspects of performance indicators in education. This particular bulletin focuses on some of the issues involved in the evaluation of achievement in the primary schools. The paper discusses the problems associated with the concept of "standards". The author suggests four criteria for evaluating performance indicators: utility, feasibility, accuracy and propriety. Performance indicators are classified into a two-dimensional matrix. One dimension deals with concepts of inputs, process, context and outputs. The other deals with the people involved: system, school, teacher/classroom and pupils.

Author: Macrae, Norman.
Title: ***The most important choice so few can make.***
Source/Publ.: The Economist
Page(s): 19-24 *Date/Year:* September 20, 1986 *Accession No.:* 020

Abstract: See Educational Reform and Improvement.

Title: ***Reporting on educational progress: performance indicators in education monograph series.***
Source/Publ.: Australian Conference of Directors-General of Education
Place of Publ.: Sydney, Australia
Date/Year: 1988-1989 *Accession No.:* 193

Abstract: This is a series of ongoing bulletins released by the New South Wales Department of Education. It focuses on various aspects of research on performance indicators both in Australia as well as summaries of activities from other countries. The most current titles are: 1) Project description; 2) Educational indicators: a bibliography; 3) Educational indicators: an overview; 4) Indicator examples from other countries; 5) Education indicators: concepts, definitions and issues; 6) Participation rates as education indicators; 7) What can be learned from the social indicators movement? 8) Indicators of school effectiveness; 9) Using indicators for school improvement; 10) Evaluating primary school achievement in the next decade; 11) Why invest in performance indicator development? 12) Comparing what? Making international comparisons; 13) Indicators for equity: a neglected part of the debate, and 14) What's all this talk about reporting?

Author: Salcedo, Hernando.
Title: ***Quality indicators in Venezuelan higher education.***
Source/Publ.: Studies in Educational Evaluation, 14(1)
Page(s): 25-35 *Date/Year:* 1988 *Accession No.:* 029

Abstract: The development and use of quality indicators is a priority need for Venezuelan higher education. A sample of previous research studies concerning major issues related to the efficiency of Venezuelan higher education is summarized. The evaluation of academic achievement and some general considerations related to the use of quality indicators are discussed. (TJH).

Title: ***Schools and quality: an international report.***
Source/Publ.: Organization for Economic Cooperation and Development (OECD)
Place of Publ.: Paris, France
Page(s): 141p. *Date/Year:* 1989 *Accession No.:* 211

Abstract: This report addresses the central question of quality of education. In the 1983 OECD report, *Compulsory schooling in a changing world*, improvement in the quality of education was the major objective for the next decade. This forms the basis of this 1989 report. The nine chapters of the report are divided into two parts: 1) Quality: the concept and concern; 2) Key areas in the pursuit of quality in schools and school systems. Part One contains the following chapters: 1) Reasons for the current interest in quality; 2) The concept of quality, and 3) The controversial issues of standards. Part Two has the following chapters: 1) The curriculum: planning, implementation, and evaluation; 2) The vital role of teachers; 3) School organization; 4) Assessment, appraisal and monitoring; 5) The resources dimension; 6) The school as the heart of the matter. There is also a summary and conclusions chapter.

Author: Shiba, Shoji.
Title: ***The excellent education system for one and a half million children.***
Source/Publ.: Programmed Learning and Educational Technology, 23(4)
Page(s): 306-30 *Date/Year:* November 1986 *Accession No.:* 089

Abstract: See School/School Administration Effectiveness.

ERIC Document: ED300406
Author: Suter, Larry.
Title: ***International conference on Cross-National Education Indicators (Washington, D.C., November 3-6, 1987): conference report.***
Institution: National Center for Education Statistics Organization for Economic Cooperation and Development
Source/Publ.:
Page(s): 56p. *Date/Year:* August 1988 *Accession No.:* 120

Abstract: The aim of the conference reported in this document was to agree on a small set of education indicators that the 22 participating countries could jointly pursue over the next 5 years. Participants discussed methodological problems involved in making cross-national comparisons of outcomes of education; summarized the statistical activities underway in their countries concerning the use of performance indicators; and described sources of statistical data on education outcomes, resources, and student context of education. Two papers presented at the conference are given in full: (1) "Remarks to the International Conference on Education Indicators" (Emerson J. Elliott); and (2) "US Education Reform and International Data" (Chester E. Finn, Jr.), while a "Summary Report on Cross-National Education Indicators" (Secretariat of the Organization for Economic Cooperation and Development) provides a day by day, session by session account of the conference, concluding with a description of the need for further discussions on specific subject areas in order to arrive at working definitions for a set of indicators. The conference agenda is provided, and the titles of papers presented and delegate names and addresses are listed. (TJH)

Author: Theodossin, Ernest; Thomson, Craig.
Title: ***Performance indicators: theory and practice.***
Source/Publ.: Coombe Lodge Report, 20(1)
Page(s): 68p. *Date/Year:* 1987 *Accession No.:* 233

Abstract: This book contains two extended papers: *Quality control in education: the use of performance indicators* and *Developing and using a performance indicator instrument.* The first paper discusses the issues in the use of performance indicators in Great Britain. Possible clashes between the different demands of efficiency and aspirations of providers and clients are presented. The second paper presents the results of a national survey of client satisfaction among 2,500 students. The possible uses of data from the survey by the Further Education Staff College are discussed.

Author: Wyatt, Tim; Ruby, Alan (eds.)
Title: ***Indicators in education.***
Source/Publ.: Australian Conference of Directors-General of Education
Place of Publ.: Sydney, Australia
Page(s): 169p. *Date/Year:* 1988 *Accession No.:* 210
Notes: Papers from the first National Conference on Performance Indicators in Education held in Sydney, August 1988.

Abstract: The conference was a spin-off from the project of the Australian Conference of Directors-General of Education on a national approach in the reporting of educational progress. There were over 200 participants, from all levels of the educational community. The book contains 14 contributions: 1) Opening address (pp.1-4; Metherell, T.); 2) Performance indicators in Australian public school systems (pp.5-24; Wyatt, T.); 3) The international indicators project (pp.25-34; Ruby, A.); 4) A commonwealth perspective on performance indicators for schools (pp.35-42; Johnston, N.); 5) Performance indicators in higher education: the participatory approach (pp.43-54; Franklin, J.J.); 6) Setting performance indicators - the right deed for the wrong reason (pp.55-66; Curran, S.); 7) Comparative application of performance indicators in different education systems (pp.67-74; Linke, R.); 8) The application of performance indicators at the school level to a program planning and evaluation cycle (pp.75-88; Marshall, G.); 9) Performance indicators in education: one system's response (pp.89-100; Brown, S.); 10) Management information in the Victorian school system (pp.101-112; Reed, R.L.); 11) Determining school effectiveness through performance indicators: have we got it right? (pp.113-124; Braithwaite, J.; Low, B.); 12) Assessment and performance indicators: the English experience (pp.125-134; Hargreaves, D.); 13) Indicating cost (pp.135-136; Ashenden, D.), and 14) Participation as an educational performance indicator (pp.147-164; Power, C.).

Local/Provincial/State

Author: Alberta Education.
Title: ***Education in Alberta: facts and figures on schooling.***
Institution: Alberta Education
Source/Publ.: Planning and Policy Secretariat
Place of Publ.: Edmonton, AB
Page(s): 52p. *Date/Year:* 1988 *Accession No.:* 184

Abstract: This document is a compilation of major statistical information pertinent to the education of students in Alberta. The document provides basic information such as enrolment figures, Grade 12 Diploma Examination results, pupil/teacher ratios, teacher salaries and school board expenditures for the school year 1987-88. In addition, projections are also discussed. The publication is intended for use by the general public. It is available by request from the Planning and Policy Secretariat. This is the first publication of its kind for Alberta and is intended to be updated annually.

ERIC Document: ED276741
Author: Anderson, Patricia S.
Title: ***Beyond the Wall Chart: issues for states.***
Source/Publ.: Northwest Regional Educational Lab., Assessment and Evaluation Program.
Place of Publ.: Portland, OR
Page(s): 50p. *Date/Year:* 1986 *Accession No.:* 128

Abstract: See Cognitive Testing and Achievement.

ERIC Document: ED288723
Author: Blank, Rolf K.
Title: ***Results of an inventory of state indicators and data on science and mathematics education: science and mathematics indicators project.***
Source/Publ.: Council of Chief State School Officers
Place of Publ.: Washington, DC
Page(s): 17p. *Date/Year:* 1987 *Accession No.:* 148

Abstract: The Council of Chief State School Officers is in the process of assessing reforms that are aimed at improving science and mathematics education at the elementary and secondary levels. This document provides tabulations of the number of states that currently collect data on various indicators of science and mathematics education. Six categories of indicators were included in this inventory. These were: (1) student outcomes; (2) instructional time/enrolment; (3) curriculum content; (4) school conditions; (5) teacher quality; and (6) resources. The results of the survey indicated that a majority of the states have programs of student achievement testing in science or mathematics. In contrast, only seven states collect information on student attitudes/intention towards further education in science or mathematics, and fewer than ten states collect data on minutes per week actually spent on elementary science and mathematics. (TW)

ERIC Document: ED291750.
Author: Blust, Ross S.
Title: ***Selection, deployment, and use of quality indicators in Pennsylvania.***
Page(s): 64p. *Date/Year:* 1987 *Accession No.:* 035
Notes: Paper presented at the annual meeting of the American Educational Research Association, Washington, DC, April 20-24, 1987.

Abstract: This paper reviews the process employed in Pennsylvania to develop, refine, select, and implement educational indicators at the state level as part of a state testing program. The indicators are used to provide meaningful comparative information for analysis and planning, to encourage school employees to make productive curricular or organizational changes, and to provide predicted scores for selected cognitive and affective student measures. Means by which the indicator data are reported to school districts are presented, and whether the indicator data were used at the local level is investigated. The selection and refinement of the indicators has taken place over an 18-year period. Currently, over 60 indicators are in use within the state program. Consideration is given to the alteration or replacement of the indicators for use within a national indicator system. Tabulated data and a descriptive tabular listing of indicator condition variables are appended. (TJH).

ERIC Document: ED240664
Title: ***District level indicators supporting quality schools: I. Overview.***
Institution: National Study of School Evaluation
Source/Publ.: Colorado State Dept. of Education. School Improvement and Leadership Services Unit.
Place of Publ.: Denver, CO
Page(s): 18p. *Date/Year:* 1983 *Accession No.:* 168

Abstract: This paper describes the "District Level Indicators Supporting Quality Schools" and gives suggestions on the use of the instrument. The indicators were developed from research on effective schools and focus on activities and policies supporting quality schools. The instrument is a series of statements of goals, practices, policies, and procedures that help create or support quality schools and is divided into 10 categories. It is intended for use as a district self-study assessment tool. The assessment process can become more meaningful if the school and community take responsibility for the school improvement process itself and the assessment is considered an ongoing process. The object of the instrument is to identify priority areas for improvement or study. The paper includes recommendations for use of the instrument, including: forming a school improvement committee, deciding on a strategy for use of the instrument, orienting the staff, tabulating the results, reaching a consensus rating, displaying the results, and setting up and implementing improvement plans. An extensive bibliography is included. (MD)

ERIC Document: ED240665
Title: ***District level indicators supporting quality schools: II. Self-assessment instrument.***
Institution: National Study of School Evaluation
Source/Publ.: Colorado State Dept. of Education. School Improvement and Leadership Services Unit.
Place of Publ.: Denver, CO.
Page(s): 29p. *Date/Year:* 1983 *Accession No.:* 167

Abstract: This instrument is designed as a district-level self-study evaluation tool. Its purpose is to assist school districts to identify strengths and weaknesses in their programs and thereby help districts work toward improvement and support of quality in their schools. The instrument is a series of checklists organized under 10 categories using 2 rating scales: (1) what is the extent to which this indicator is present in your school district and (2) impact potential. Ratings are based on a 0-3 scale, and instructions are provided for use of the scale. (MD)

Author: Fetler, Mark.
Title: ***Accountability in California public schools.***
Source/Publ.: Educational Evaluation and Policy Analysis, 8(1)
Page(s): 31-44 *Date/Year:* Spring 1986 *Accession No.:* 158

Abstract: See Accountability.

ERIC Document: ED282615.
Title: ***Florida's progress toward excellence in education in the state community college system: a report to the State Board of Education.***
Source/Publ.: Florida State Board of Education
Place of Publ.: Tallahassee, FL
Page(s): 49p. *Date/Year:* 1985 *Accession No.:* 049

Abstract: Covering the 1983-84 academic year, this report describes the status of the Florida state community college system according to 19 different indicators of progress toward excellence. The 19 indicators are: (1) academic scholarships and fellowships awarded to graduates; (2) College Level Academic Skills Test scores; (3) findings of follow-up studies of graduates (including data on community college transfers to state universities); (4) licensure examination pass rates of graduates; (5) percent of degree-seeking students who are awarded degrees; (6) percent of students who complete compensatory instruction, then continue on to receive degrees or certificates; (7) average full-time faculty salary; (8) number of National Merit Scholars enrolled as first-time-in-college students; (9) percent of first-time-in-college students who ranked in the top tenth of their high school graduating classes; (10) percent of full-time faculty by highest earned degree; (11) results of tests administered to students entering colleges for the first time; (12) state financial aid per full time equivalent (FTE) student; (13) accreditation; (14) FTE student/FTE faculty ratios; (15) library expenditures per FTE student; (16) operating expenditures per FTE student; (17) progress toward faculty and administrator goals of the State Plan for Equal Access/Equal Opportunity (EA/EO); (18) progress toward student goals of the state plan for EA/EO; and (19) program, school, or college rank. For each indicator, information is provided on type and definition of indicator; analysis of the status of the indicator; rank of Florida nationally on the indicator; and source of the data. (PAA).

Author: Goertz, Margaret, E.; King, Benjamin.
Title: ***Developing a state education indicator system in Missouri.***
Page(s): 21p. *Date/Year:* 1989 *Accession No.:* 231
Notes: Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA, March 31, 1989.

Abstract: The paper describes the issues involved in the development and implementation of an indicator system in Missouri. There are four different dimensions related to the ultimate uses of an indicator system: a descriptive-analytical use, policy use, policy focus, and comparative use (across different levels). Mere publication of a set of indicators is not sufficient; one needs to describe how the different elements work together. The conceptual model of educational system developed by Shavelson et al (1987) is adopted: inputs, processes and outputs. Examples of how information can be reported and disseminated are also provided.

Author: Guskey, Thomas, R.; Kifer, Edward W.
Title: ***Ranking school districts on the basis of statewide test results: is it meaningful or misleading?***
Page(s): 29p. *Date/Year:* 1989 *Accession No.:* 200
Notes: Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA, March 1989.

Abstract: See Issues.

ERIC Document: ED236354.
Author: Hobson, Arthur T. (ed.)
Title: ***Guidelines and quality indicators for vocational education in California.***
Institution: Association of California School Administrators
Page(s): 94p. *Date/Year:* 1983 *Accession No.:* 043

Abstract: These guidelines and quality indicators are designed to help providers of vocational programs and services in California to identify policies, procedures, and practices that are exemplary or that might be improved. Addressed in the individual sections of the guide are the following topics: planning; fiscal resources; facilities, equipment, and materials; advisory committees; curriculum; vocational student organizations; staff; special needs; guidance services; equal access; articulation; cooperative vocational education; work experience education; and evaluation. Each section contains one or more general area guidelines, quality indicators, a section summary, and an action plan. (MN).

Author: Livingstone, D.W.; Hart, D.J.; Davie, L.E.
Title: ***The seventh OISE survey: public attitudes towards education in Ontario - 1988***
Source/Publ.: Orbit, 20(1)
Place of Publ.: Toronto, ON
Page(s): 1-34 *Date/Year:* February 1989 *Accession No.:* 241

Abstract: This survey is the latest in a series of ongoing studies of public attitudes toward education in Ontario which began in 1978. The survey, conducted by the Canadian Gallup polling agency, involved in-person interviews of a representative sample of 1,011 adults between September 12 and 24, 1988. A sample of 123 corporate executives was also surveyed (by mail). The report is organized according to the major topics covered: general evaluation of the schools; funding preferences; extension of education services; curriculum priorities; high school organization (including subsections on student assessment and dropouts); educational inequalities; and adult education. Some of the findings are: public satisfaction has continued to decline (currently at one-third); there is support for increased funding for all levels of education; most of the respondents do not hold the school system responsible for inequalities in educational outcomes related to the students' social class background.

Author: McEwen, Nelly; Zatko, Gary.
Title: ***Educational quality indicators: framework for action.***
Institution: Alberta Education.
Source/Publ.: Planning and Policy Secretariat, Alberta Education.
Place of Publ.: Edmonton, Alberta
Page(s): 32p. *Date/Year:* 1989 *Accession No.:* 134
Notes: This paper presents the conceptual framework and implementation plan for the Educational Quality Indicators (EQI) initiative.

Abstract: See Indicator Systems- Models.

Title: ***The Nechako report.***
Institution: Nechako School District # 56, British Columbia
Page(s): 28p. *Date/Year:* 1987 *Accession No.:* 229

Abstract: This is the annual report card for the Nechako District for the school year 1986/87. It is organized into two parts. Part One deals with the goals of schooling: intellectual, social, human and vocational development. Data from the school district are presented together with some comparison data from the province. Part Two presents the attributes of effective school organization: accessibility, relevance, fiscal responsibility, management and accountability, professionalism and community satisfaction. For every section in both parts, there is a brief description of the objective, a statement of what the key indicators are and the results.

ERIC Document: ED278157
Author: Nelson, David E.
Title: ***Utah educational quality indicators. The sixth in the report series: "How good are Utah Public Schools". Executive summary.***
Source/Publ.: Utah State Office of Education
Place of Publ.: Salt Lake City, UT
Page(s): 20p. *Date/Year:* 1986 *Accession No.:* 040

Abstract: For nearly 20 years, Utah's Office of Education has been systematically monitoring the academic performance and other characteristics of Utah's students. This executive summary, an overview of the sixth major report since 1967, examines several measures describing educational quality in Utah schools. The first section covers students' achievement in mathematics, reading and language arts, science, social studies, and art and music. In most areas, Utah test results are significantly higher than they were 10 years ago and substantially higher than national norms. Utah students are sill in need of improvement in advanced mathematics and the physical sciences. The second section focuses on student characteristics, including academic self-concept, peer relations, career development, and educational aspirations. A third section summarizes pertinent information about course-taking patterns in Utah schools and students' evaluations of their educational experience. A higher percentage of Utah high school students took at least two years of foreign language, mathematics, and science in 1985 than in 1984. Utah college-bound students rated their education more highly than did their national counterparts. The fourth section highlights implications for educational reform, and a fifth section identifies future areas of concern, such as preparing for the so-called information society and implementing effective schools research. (MLH).

ERIC Document: ED278156.
Author: Nelson, David E.
Title: ***Utah educational quality indicators. The sixth in the report series: "How good Are Utah Public Schools."***
Source/Publ.: Utah State Office of Education
Place of Publ.: Salt Lake City, UT
Page(s): 118p. *Date/Year:* 1986 *Accession No.:* 041

Abstract: Since 1967, the Utah State Office of Education has compiled and reported pertinent information concerning statewide student performance. This report, the sixth in the *How Good Are Utah Public Schools?* series, summarizes results from a variety of ongoing and special studies. Since 1975, statewide assessment programs have encompassed both academic and nonacademic performance measures for representative samples of nearly 8,000 fifth and eleventh graders every three years, in approximately 100 schools. The introduction to the study explains the development of quality indicators in the context of educational reform and Utah's educational goals. The next five sections compare Utah students' performance on the American College Testing Program (ACT), the Scholastic Aptitude Test, the preliminary Scholastic Aptitude Test, the Comprehensive Tests of Basic Skills, and the Advanced Placement Program with national norms. Section VII discusses adult educational attainment for Utah, and Section VIII profiles courses taken by Utah senior high school students. Section IX discusses National Assessment of Educational Progress data, comparing Utah students' performance to national and international trends. Section X presents an overview of findings from each of the preceding sections. The summary and conclusions provide additional perspectives on performance trends and their implications. Discussion is supported throughout with numerous "exhibits". (MLH).

ERIC Document: ED265642
Author: Neppl, Roger E.
Title: ***Colorado and excellence in education.***
Page(s): 16p. *Date/Year:* 1985 *Accession No.:* 166
Notes: Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL, March 31-April 4, 1985.

Abstract: The Colorado Department of Education undertook the establishment of an educational quality database that would contain the information necessary for measuring the effects of various efforts at educational improvement. Five major planning concerns had to be resolved before the database itself could be established. First, it was determined that methods were needed for monitoring student achievement and educational quality, for analyzing the effects of past reform efforts, and for projecting future needs and trends. Second, five levels of policy decision-making were identified: school, district, state, national, and international. Decisions at each level are affected by indicators of educational quality and by recognition of factors that influence educational quality. Third, a review of data currently being collected will permit streamlining present data collection processes and increasing the usefulness of the data gathered. Fourth, an adequate system for informing the public of assessment results and plans for change can be developed using printed reports, news conferences, and personal presentations. Fifth, the database development effort itself can provide benefits before the database is completed and in use. Information gathered in the process can inform the public and be used to support changes in policy, regulations, and legislation. An outline of Colorado's educational quality indicators and a summary of the state's Educational Quality Act of 1985 are appended. (PGD)

Author:	Raizen, Senta A.; Jones, Lyle V. (eds)
Title:	***Indicators of precollege education in science and mathematics: a preliminary review.***
Source/Publ.:	National Academy Press
Place of Publ.:	Washington, DC.
	Page(s): 43p. *Date/Year:* 1985 *Accession No.:* 195

Abstract:

This is a report prepared by the Committee on Indicators of Precollege Science and Mathematics Education. The report is targeted at agencies (in the United States) that are likely to conduct research in indicators for science and mathematics, such as the National Science Foundation, the National Center for Education Statistics, state and local offices of education. Potential lists of indicators are compiled from available data that have been collected at different levels of government involved in education. The committee identified the following areas to be monitored: teachers (quality and quantity), curriculum content, instructional variables (time, course enrolment), and student achievement. The report also discusses disaggregation of data.

ERIC Document:	ED282887
Author:	Selden, Ramsay.
Title:	***Preliminary design: state-by-state assessment of student achievement.***
	Page(s): 9p. *Date/Year:* 1986 *Accession No.:* 123

Abstract:

In November, 1985, the Council of Chief State School Officers adopted a plan for developing educational indicators. The plan provided for the development of a common measure of student achievement to be collected across states beginning in 1988-89. In order to design a student achievement assessment program, the states were asked to give their opinion on the following issues: specific subject matters to be assessed; type of information that the assessment program would provide; and procedures for collecting data. On the basis of the responses from 20 states, a preliminary assessment program was developed. Responses suggested that subject matter and assessment specialists, considering the broadest instructional content and priorities, should establish the subject specification frameworks. Information should be reported as single value for each subject at each grade level. Reading, writing, English and mathematics should be assessed every other year, and science and social studies every four years. The Council of Chief State School Officers (CCSSO) or another suitable organization should govern the data collection procedures. Test administration should be monitored, and sampling, scoring, and data processing should be conducted through a single, central project funded by the states and administered by CCSSO. (JAZ)

ERIC Document: ED217948.
Author: Steuart, T. Al; Rathburn, C. B. III.
Title: ***Quality: a decision-making approach. A report of the program quality indicators project of the Florida Community/Junior College Inter-Institutional Research Council, 1981-82.***
Institution: Florida Community Junior College. Inter-institutional Research Council.
Source/Publ.: University of Florida
Place of Publ.: Gainesville, FL
Page(s): 332p. *Date/Year:* 1982 *Accession No.:* 044

Abstract: The project described in this report was conducted to identify what information about program characteristics was considered most useful by administrators in Florida's community college system in making decisions about program quality and to produce profiles of program characteristics to facilitate the decision-making process. Chapter I contains an introduction to the project, its purposes, rationale, and scope. In Chapter II, literature is reviewed on a decision-oriented model of educational evaluations that served as the basis of the project, on attempts in higher education to address the question of quality, and on other related topics. Chapter III discusses the types of information to be used in quality evaluation decisions and outlines the project's design and methodology. In Chapter IV, the results of a survey of 450 administrators at 24 of Florida's community colleges are presented in sections dealing with respondents' characteristics, results for all respondents, and results by respondents' program area, by administrative area, and by selected institutional and personal characteristics. Chapter V contains a summary of the project and its results and 24 recommendations, including that quality be evaluated by program area rather than by institution. Appendices include classifications used in the data analysis, the questionnaire, and detailed survey results. (HB).

ERIC Document: ED288902.
Title: ***Summary of quality indicators.***
Institution: Austin Independent School District. Office of Research and Evaluation.
Source/Publ.: Austin Independent School District
Place of Publ.: Austin, TX
Page(s): 16p. *Date/Year:* 1987 *Accession No.:* 036

Abstract: This document presents data summarizing the indicators of educational quality in the Austin (Texas) Independent School District (AISD) and, where possible, compares the AISD data to data from other urban districts, the state, and the nation. Data are presented on student achievement overall, for college-bound students and among different ethnic groups, as well as district rates for school attendance, college attendance aspiration, high school graduation, grade retention, and [illegible]ts. On almost all quality indicators the AISD scored above average, including: (1) scores [illegible] the national average at grades K-12 in all tests areas; (2) Exit-Level Texas Educational Assessment of Minimum Skills (TEAMS) scores above the state average and first among the eight urban districts in Texas; (3) one and one-half to two times the national average percentage of students scoring above the 90th percentile; (4) two and one-half to four times the average percentile for urban districts scoring above the 90th percentile; (5) scores above the state and national averages on the Scholastic Aptitude Test; and (6) four to seven times the average number of National Merit Scholarship recognition awards for a district of its size. The one area showing need for improvement was basic skills, especially mathematics in grades 1, 3, 5, 7, and 9. (JGL).

ERIC Document: ED288232
Author: Valdes, Alice L.
Title: ***Conditions of education in Delaware. 1986.***
Source/Publ.: Delaware State Dept. of Public Instruction
Place of Publ.: Dover, DE
Page(s): 78p. *Date/Year:* 1987 *Accession No.:* 122

Abstract: Prepared by a state educational planning committee, this report uses key indicators to describe the status of the Delaware school system. Sets of comparative data selected from various national studies and from state surveys appear throughout the report. The statistical material is supplemented with descriptions of trends and discussions of the implications of the data for the condition of state schooling. The 30 indicators are clustered in 4 broad categories, which are presented as document sections. An introduction sets forth the study's purpose and methodology. "Outcomes," the first section, defines state goals and compares Delaware students' academic performance and educational transition with those of other groups. The indicators of such outcomes include basic skills achievement, Scholastic Aptitude Test scores, and graduates' educational/occupational attainment. The second section, "Resources," focuses on the resources that the school system has at its disposal. Data pertaining to fiscal allocations and expenditures per pupil are interpreted. A discussion of human resources includes data on class size, quality of the teaching force, and quality of support services. Concerns about the status of instructional resources are expressed. "Context," the third section, compares state survey findings with national indicators that reflect the status of school environment, special need requirements, and public attitudes toward schools. The final section, "Program and Policy," provides comparative data and descriptive information about educational opportunities. Course offerings, dropout prevention, and provisions for academic diversity are examined. Appended materials offer 20 reference notes, names of committee members, and tables of comparative test scores. (CJH)

ERIC Document: ED269448.
Author: Winters, Lynn.
Title: ***Technical trouble spots in the California high school quality indicator program.***
Institution: Palos Verdes Peninsula Unified School District
Page(s): 16p. *Date/Year:* 1985 *Accession No.:* 042
Notes: Paper presented at the Los Angeles County School Board Conference on Quality Indicators, Los Angeles, CA, May, 1985.

Abstract: The purpose of the California High School Performance Reports is to provide a means for the public to judge a school's progress towards: (1) implementing the educational reforms outlined in California State Legislature Senate Bill 813; (2) upgrading the quality of its instructional program; and (3) improving student achievement. This paper discusses the technical inadequacy of the reports. The most serious defects of the performance reports are that they do not measure what they purport to measure and the data provide no information for judging school quality. The quality indicators are uninterpretable, can be misleading, and are useless for determining how well schools are meeting the mandates of the reform legislation. Although the reports offer two standards against which the public is supposed to measure school quality (the state targets and comparison band percentile ranks) these standards have no relationship to the stated aims of the High School Accountability Program (HSAP). A review of these two indicators leads to the conclusion that each is an inappropriate measure of schooling. The need for HSAP to publish data related to worthwhile educational goals based upon a consensual definition of school excellence is emphasized. (PN).

Models

Author: Arbuckle, Barry S.; MacKinnon, Carol E.
Title: ***A conceptual model of the determinants of children's academic achievement.***
Source/Publ.: Child Study Journal, 18(2)
Page(s): 121-47 *Date/Year:* 1988 *Accession No.:* 100

Abstract: Presents a model of parent, child, and parent-child variables as they influence children's academic achievement; discusses reciprocity of parent-child interactions; and presents preliminary findings of a study that simultaneously considered data from each component of the model. Analysis supported the model. (SKC).

ERIC Document: ED284973.
Author: Ashley, William L.; And Others.
Title: ***Quality indicators for high-technology programs.***
Institution: Ohio State Univ. National Center for Research in Vocational Education.
Source/Publ.: Office of Vocational and Adult Education
Place of Publ.: Washington, DC
Page(s): 87p. *Date/Year:* 1987 *Accession No.:* 039

Abstract: An investigation of quality indicators in high-technology programs in two-year postsecondary institutions explored three questions: the nature of high technology and its implications for educational practice; the essential components and features of a quality program; and the level of implementation of quality characteristics in exemplary programs. Conducted through surveys of over 140 educators and high technology industry representatives, the study resulted in identifying 46 practices that were judged as indicators of a quality program. A review of program practices reflected a high level of consistency between the perceived importance of these indicators and the extent of their implementation. Across 84 high-technology programs in 13 different technology areas in 25 different states, the following were judged as essential or very important elements: (1) technologically up-to-date faculty, equipment, and curriculum; (2) program content and practices relevant to work needs; (3) close attention to the needs of students; and (4) close cooperation between an educational institution and the related business/industry. (A profile of successful high-technology programs is offered in the report.) As a result of the project, a self-assessment process and supportive materials were developed and made available to the high-technology educational community. In addition to the study instruments, appendixes include a program listing, a table of indicator ratings by program area, and a program self-assessment form for participating faculty. (KC).

Author: Carroll, John B.
Title: ***A model of school learning.***
Source/Publ.: Teachers College Record, 64(8)
Page(s): 723-733 *Date/Year:* May 1963 *Accession No.:* 183

Abstract: The author presents a model of student learning and attempts to identify those factors that are important for success in school learning. The model has five factors: 1) amount of time needed to learn under optimal conditions; 2) ability to understand instruction; 3) perseverance of the learner; 4) opportunity to learn and 5) quality of instruction. The degree of learning for any student is a ratio of time actually spent in learning divided by the time needed to learn. One of the implications of the model is that the degree of learning is a function of time spent actively engaged in learning.

ERIC Document: ED293847
Author: David, Jane L.
Title: ***Improving education with locally developed indicators.***
Institution: RAND Corporation
Source/Publ.: Center for Policy Research in Education
Place of Publ.: New Brunswick, NJ
Page(s): 29p. *Date/Year:* 1987 *Accession No.:* 121

Abstract: The use of indicators as tools for educational improvement is discussed. National indicators are limited in breadth and depth and are neither sensitive to differences across states nor detailed and specific enough to be useful to states. For indicators to contribute to the goals of local educational improvement, local agencies must define their own indicators, and district policymakers must pass on similar discretion to their schools. For a system of indicators to be useful for educational improvement, it must provide adequate measures of those aspects of schooling deemed important and amenable to change through policymaking. A useful system of indicators requires measures of the content and quality of instruction and analyses and presentation of data directed to specific policy issues. The following organizational factors help policymakers use data to make decisions: (1) a climate that supports planning and use of data; (2) commitment to improvement by district leaders; (3) stakeholder involvement in designing the data system; (4) technical expertise and data system support; and (5) an action system and resource for change. Indicators should match curricular goals and reflect the content and quality of instruction. Analyses of existing data should provide insight beyond aggregate measures; and school staff should be involved in specification, collection, analysis, and interpretation of data. (TJH)

Author: Fraser, Barry J.; Walberg, Herbert J.; Welch, Wayne W.; Hattie, John A.
Title: ***Syntheses of educational productivity research.***
Source/Publ.: International Journal of Educational Research, 11(2)
Page(s): 147-252 Date/Year: 1987 Accession No.: 016

Abstract: This report provides syntheses of current educational research that focuses on the need to use reliable predictors of student learning in an attempt to curb declines in student achievement and enhance educational productivity. One of the proposed models that this research supports is the use of Herbert J. Walberg's nine-factor model of educational productivity. The most important finding is that no one single factor can result in increased student achievement. Rather, all the factors need to be considered and improved as efficiently as possible.

Author: Haertel, Geneva; Katzenmeyer, Conrad G.; Haertel, Edward H.
Title: ***Capturing the quality of schools: approaches to evaluation.***
Page(s): 48p. *Date/Year:* 1989 *Accession No.:* 228
Notes: Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA, March 31, 1989.

Abstract: The paper reviews several approaches used in school evaluation. Six approaches are included: 1) models used in state-level accountability systems; 2) models used in school recognition programs; 3) the effective schools research paradigm; 4) self-study approaches; 5) models used in accreditation, and 6) models based on rich contextualized schools. The authors conclude that a comprehensive model should include input, process and outcome variables.

Author: Hymel, Glenn M.
Title: ***A macromodel of effective, outcome-based mastery learning school variables: an expanded view.***
Page(s): 24p. *Date/Year:* 1988 *Accession No.:* 187
Notes: Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA, April 5-9, 1988.

Abstract: This paper presents a revision of Hymel's earlier works (1985, 1986). The model is an integration of the works of six major theorists: Madeline Hunter, John Carroll, Benjamin Bloom, Ron Edmonds, Wilbur Brookover, and William Spady. The core of the macromodel is Carroll's formulation that the degree of learning is a function of time spent in learning and time needed to learn. The major concepts from the other theorists (such as mastery learning, effective schooling, outcome-based schooling, and learner styles) are used to account for some of the intervening variables in Carroll's model. It is suggested that the model can be useful for both researchers and practitioners.

ERIC Document: ED293882.
Author: Linn, Robert L.; And Others.
Title: ***Study group on pre-collegiate education quality indicators: final report.***
Institutions: Arizona State Univ. Tempe; California Univ. Los Angeles; Center for the Study of Evaluation; Center for Research on Evaluation, Standards, and Student Testing, Los Angeles; Colorado Univ. Boulder; National Opinion Research Center, Chicago
Source/Publ.: Office of Educational Research and Improvement
Place of Publ.: Washington, DC.
Page(s): 129p. *Date/Year:* 1987 *Accession No.:* 032

Abstract: The Study Group on Pre-Collegiate Education Quality Indicators was formed to determine means of obtaining information on elementary and secondary educational quality within and across states. Two papers: *State-by-State Comparisons of Student Achievement* (Robert L. Linn) and *The Effectiveness of American Education* (Eva L. Baker), along with meeting reports and ancillary material are presented in this document. State and local school administrators encounter public demand for thorough data on the quality of schools, allowing comparisons with data from other states and districts and with their own historical records. The study attempted to: define the content domain of the quality assessment program, relate the definition and score reporting systems to the validity of inferences based on state-by-state comparisons, measure student achievement and teacher quality, and examine the proposed merger of the National Assessment of Educational Progress (NAEP) and the School and Staffing Surveys (SASS). Recommendations include: a complete merger of the questionnaires and samples from the NAEP and SASS should not be attempted in 1990; informing policy analysis should guide any possible merger; a subset of questions from SASS could be administered with the NAEP to enhance policy analysis; and a 3- or 4-year cycle for SASS data collection should be considered. (TJH).

Author: McEwen, Nelly; Zatko, Gary.
Title: ***Educational quality indicators: framework for action.***
Institution: Alberta Education.
Source/Publ.: Planning and Policy Secretariat, Alberta Education
Place of Publ.: Edmonton, Alberta
Page(s): 32p. *Date/Year:* 1989 *Accession No.:* 134
Notes: Paper presented at the annual meeting of the Canadian Educational Researchers' Association, Quebec City, June 5, 1989.

Abstract: Alberta Education is developing an indicator system to provide information about education for planning, policy and decision making. The Educational Quality Indicators initiative is a collaborative endeavor between the department and selected school jurisdictions in the province to develop a set of educational quality indicators to measure the success of the educational enterprise. This paper presents the conceptual framework for organizing the collaborative project. The conceptual model consists of four dimensions: partners (schooling, family and society), conditions (context, inputs and processes), student outcomes (cognitive, affective and behavioral) and time (benchmarks, targets and standards at grades 3, 6, 9 and 12). It also presents the implementation plan for the three-year concurrent collaborative action research projects which Alberta Education is sponsoring in each of the six zones in the province. Each participating school jurisdiction will identify indicators which are unique to its particular situation. The end result of the research projects will be a comprehensive set of indicators with appropriate methodology and points of reference. Participants will become members of a provincial committee which will discuss, interpret and recommend directions to the department in achieving results-based education. (Authors)

Author: Meyer, Luanna H.; And Others.
Title: ***A validation of program quality indicators in educational services for students with severe disabilities.***
Source/Publ.: Journal of the Association for Persons with Severe Handicaps, 12(4)
Page(s): 251-63 *Date/Year:* Winter 1987 *Accession No.:* 034

Abstract: A literature search and polling of experts in severe disabilities generated a listing of 123 items representing Program Quality Indicators. Items were then rated by six groups (total N=254) representing such interests as behavior therapy, deaf blindness, mental retardation, state directors of special education, and parents. (Author/DB).

ERIC Document: ED294717.
Author: Murnane, Richard J.; Raizen, Senta A. (eds.)
Title: ***Improving indicators of the quality of science and mathematics education in grades K-12.***
Institution: National Academy of Sciences - National Research Council. Commission on Behavioral and Social Sciences and Education.
Source/Publ.: National Academy Press
Place of Publ.: Washington, DC
Page(s): 231p. *Date/Year:* 1988 *Accession No.:* 031

Abstract: The Committee on Indicators of Precollege Science and Mathematics Education was established by the National Research Council to develop indicators of the condition of science and mathematics education in the nation's schools. In this report, the committee makes recommendations for improved ways of monitoring the condition of education in these fields. The recommendations are based on two premises: That all students need the knowledge and reasoning skills that good science and mathematics education provides; and, what teachers and students do in schools determines how much learning takes place. Included in this book are sections on: (1) indicators of science and mathematics education; (2) what are indicators? (3) learning in science and mathematics; (4) student behavior; (5) teacher quality; (6) curriculum; and (7) financial and leadership support. Also included are recommendations, a summary, and a 19-page list of references. Appendices include: Colloquium on Indicators of Precollege Science and Mathematics Education: Participants; Review of Science Content in Selected Student Achievement Tests; Summaries of Meetings with Representatives of State and Local Education Agencies; Current Projects on Indicators; and Coordination of Strategies for Collecting Data. (CW).

ERIC Document: ED293747.
Title: ***Quality art education: goals for schools. An interpretation.***
Source/Publ.: National Art Education Association
Place of Publ.: Reston, VA
Page(s): 40p. *Date/Year:* 1986 *Accession No.:* 033

Abstract: The National Art Education Association (NAEA) has established five specific goals in order to achieve quality art education for all students. This document describes: (1) a definition of quality art education; (2) outcomes of quality art education; and (3) reasons for the NAEA goals. Each goal is identified and interpreted, and reasons for its importance are presented. Goal 1 states that all elementary and secondary level students should complete a sequential program of art instruction that is taught by certified teachers and that integrates art production, aesthetics, criticism, and history. Goal 2 proposes that every student be required to complete one year of high school credit in fine arts, while goal 3 recommends that, for college or university admission, a student should be required to complete one year of credit in visual art. Goal 4 states that, for college or university graduation, a student be required to complete one fine arts course, and goal 5 proposes that every state and local school system appoint a supervisor or administrator to coordinate and direct a visual arts program. (JHP).

Author: Selden, Ramsay W.
Title: ***Missing data: a progress report from the states.***
Source/Publ.: Phi Delta Kappan, 69(7)
Page(s): 492-94 *Date/Year:* March 1988 *Accession No.:* 139

Abstract: Noting large gaps in the information available about schools in the United States, the author reports on current efforts across the country to rectify the situation and make comparable data available. Includes eight references. (MD)

ERIC Document: ED294738
Author: Shavelson, Richard; And Others.
Title: ***Indicator systems for monitoring mathematics and science education.***
Institution: National Science Foundation
Source/Publ.: RAND Corporation
Place of Publ.: Santa Monica, CA
Page(s): 96p. *Date/Year:* 1987 *Accession No.:* 137
Notes: ISBN-0-8330-0804-8; RAND-R-3570-FSF

Abstract: The demand for more valid and useful educational indicators has grown significantly as national, state, and local agencies have moved to improve the quality of elementary and secondary education. At the national level, there is a growing need for more systematic information about student performance in mathematics and science, about the content of courses taught, and about the quality of mathematics and science teachers. At the state and local levels, increased academic standards have led to a need for more sophisticated measures of the processes and outcomes of schooling. No comprehensive indicator system is available to measure the status of mathematics and science education in the United States. This report addresses the question of the National Science Foundation's role in monitoring mathematics and science education. The report identifies several options for developing a system of education indicators, i.e., measures that report the condition of particularly significant features of mathematics and science education, and then assesses each option in terms of its usefulness, feasibility, and compatibility with other national and state efforts to monitor educational performance. (CW)

ERIC Document: ED287244.
Author: Siciliano, Ellen; And Others.
Title: ***Project PIPE and special education quality indicators. Project PIPE resource manual: a parent educator partnership project.***
Institution: Pennsylvania State Dept. of Education. Bureau of Special Education.
Source/Publ.: Office of Special Education and Rehabilitative Services
Place of Publ.: Washington, DC
Page(s): 130p. *Date/Year:* 1986 *Accession No.:* 037
Notes: Produced by the Parent Educator Collaborative Consortium: Parents in Partnership with Educators.

Abstract: The manual is intended for inservice training of parents and professional teams in reviewing and rating, from a parent perspective, the existing quality of special education programs for handicapped students. Each team consists of three parents and one educator who receive training in the application of quality indicators previously developed by parents and project staff. Eighty questions comprise the quality indicators for school effectiveness, school climate, curricula/delivery, personnel development, home-school interaction, services, physical plant, and planning. The invitational quality review is planned to be accomplished in 10.5 days. The manual provides detailed instructions, relevant forms, and guidelines for team members on the following evaluation components: planning; conducting an on-site review; preparing individual ratings and summary; preparing team consensus of the overall quality of intermediate unit programs and preparation for the exit conference; conducting the exit conference; following up on the exit conference; and training additional parent/educator teams. A brief pamphlet describing Project PIPE is appended. (DB).

ERIC Document: ED280559
Author: Simkin, Linda; And Others.
Title: ***Child and Adolescent Health Profile Project: annotated bibliography.***
Institution: New York State Council on Children and Families; New York State Dept. of Health Welfare Research, Inc.
Source/Publ.: Health Resources and Services Administration, Office for Maternal and Child Health Services.
Place of Publ.: Rockville, MD
Page(s): 46p. *Date/Year:* 1986 *Accession No.:* 127

Abstract: Developed as part of the Child and Adolescent Health Profile Project, this annotated bibliography is intended as a reference for professionals interested in key dimensions of children's health. Citations are grouped into the following four categories: (1) background information on child health issues, (2) child health indicators and health status measures, (3) mainly national child health profiles, and (4) health indexes. Providing a backdrop for profile development, Section 1 lists publications that can help readers gain an overview of the key child health issues and the role of data in informed policymaking and planning. Section 2 contains references to publications about statistics used to measure the health status of children; among topics addressed are the definition of health status measures and data validity, reliability, and availability. References to compendia of child health measures are included in Section 3. Section 4 contains references to measures which summarize data from two or more components of health status or quality of life and which purport to reflect the health status of an individual or defined group. Publications addressing more than one topic are categorized according to their major emphasis. Most of the materials were published since 1980; the few references predating 1980 have been included because they represent particularly significant contributions to the field. (RH)

ERIC Document: ED206042
Author: Walberg, Herbert J.
Title: ***A psychological theory of educational productivity.***
Institution: National Institute of Education
Source/Publ.: Illinois University, Chicago Circle Campus.
Place of Publ.: Chicago, IL
Page(s): 44p. *Date/Year:* 1980 *Accession No.:* 154

Abstract: See Cognitive Testing and Achievement.

Author: Walberg, Herbert J.
Title: ***Improving the productivity of America's schools.***
Source/Publ.: Educational Leadership, 41(8)
Page(s): 19-27 *Date/Year:* May 1984 *Accession No.:* 140

Abstract: This synthesis of research focuses on nine factors influencing learning. These are organized under three themes: aptitude (ability, development, motivation); instruction (amount, quality) and environment (home, classroom, peers, television). The need for devoting more time to academic learning both in school and out of school and the importance of enlisting families as partners in education are emphasized.

National/Federal

Author: Anderson, Ronald E.; And Others.
Title: ***Methodological considerations in the development of indicators of achievement in data from the National Assessment.***
Source/Publ.: Journal of Educational Measurement, 19(2)
Page(s): 113-24 *Date/Year:* Summer 1982 *Accession No.:* 097

Abstract: Findings on alternative procedures for evaluating measures of achievement in individual data packages at the National Assessment of Educational Progress are presented with their methodological implications. The need for secondary analysts to be aware of the organization of the data, and positive and negative features are discussed. (Author/CM)

ERIC Document: ED272539.
Author: Buccino, Alphonse.
Title: ***Monitoring the condition of education.***
Source/Publ.: National Center for Education Statistics
Place of Publ.: Washington, DC.
Page(s): 12p. *Date/Year:* 1985 *Accession No.:* 052

Abstract: See Outcomes/Results of Education.

Author: Burstein, Leigh.
Title: ***Educational quality indicators in the United States: latest developments.***
Source/Publ.: Studies in Educational Evaluation, 14(1)
Page(s): 75-89 *Date/Year:* 1988 *Accession No.:* 025

Abstract: Recent developments in the efforts to formulate national educational quality standards for the United States are discussed. Topics covered include samples of indicator efforts, the impetus for indicator activity, types of indicators, and the role of the National Assessment of Educational Progress. (TJH).

Author: Council of Ministers of Education, Canada (CMEC)
Title: ***National education indicators program approved.***
Source/Publ.: Liaison, 13(2)
Page(s): 2 *Date/Year:* December 1988 *Accession No.:* 185

Abstract: See Accountability.

ERIC Document: ED296439
Title: ***Education in the States. Volume I: state education indicators.***
Source/Publ.: Council of Chief State School Officers
Place of Publ.: Washington, DC.
Page(s): 49p. *Date/Year:* 1987 *Accession No.:* 162

Abstract: This report represents the beginning of an effort by chief state school officers to compile information systematically on the states' educational programs and to report that information regularly to the public and their policymakers. This year, the report emphasizes demographic and fiscal background information bearing on the states' education systems. The first section provides a state-by-state breakdown of state school system demographics, including estimated school-age population, change, percent of total population, and change in percent of total population, projected from the 1970 and 1980 Census. The second section lists general population characteristics for each state, including per-capita income, educational attainment of adults, and percent voting. The third section focuses on financial resources of each state, including gross state product per school-age child and relative tax capacity index. The fourth section provides statistics on student needs, based on the school-age population in poverty and the percent of K-12 enrolments in private schools. The final section provides data collected from questionnaires on the features of the states' educational programs. Included are comparative statistics on instructional time, school participation, teacher preparation and certification, and effective schooling programs. Color-coded maps are provided to illustrate each of these tables. A final section addresses gaps in the data presented and describes future efforts to obtain data on educational outcomes. (TE)

Title: ***Education vital signs 1988-89.***
Source/Publ.: Executive Educator, 10(10)
Page(s): A1-A25 *Date/Year:* October 1988 *Accession No.:* 011

Abstract: The National School Boards Association has just produced its fourth annual edition of this statistical handbook which was designed to focus attention on leading education indicators. It contains facts and figures taken from a variety of sources that gives the reader some insight into recent past educational trends in the U.S. as well as a look at possible future trends.

Author: Elam, Stanley M.; Gallup, Alec M.
Title: ***The 21st annual Gallup Poll of the public's attitudes toward the public schools.***
Source/Publ.: Phi Delta Kappan, 71(1)
Page(s): 41-54 *Date/Year:* September 1989 *Accession No.:* 248

Abstract: This American survey sampled 1,584 adults between May and June 1989. The sampling design is quite detailed. The stratification is multi-leveled. The levels are: size of community (7) and regions within size (4). Within each of the 28 size by region samples, equal-sized groups of sampling units are formed. Some of the major findings are: 1) 60% favor being given the choice of public school for their children; 2) approximately 2/3 support the concept of a "national curriculum" as well as a set of national standards, goals, and tests; 3) there is substantial support for increased funding for areas such as inner-city schools, and students attending post-secondary education; 4) use of drugs, lack of student discipline, and lack of financial support are identified as major problems in the schools.

ERIC Document: ED295341.
Title: ***Elementary and secondary education indicators in brief, 1987.***
Source/Publ.: Office of Educational Research and Improvement
Place of Publ.: Washington, DC.
Page(s): 73p. *Date/Year:* 1987 *Accession No.:* 047

Abstract: See Outcomes/Results of Education.

Author: Ferrara, Steven F.; Thornton, Stephen J.
Title: ***Using NAEP for interstate comparisons: the beginnings of a "National Achievement Test" and "National Curriculum".***
Source/Publ.: Educational Evaluation and Policy Analysis, 10(3)
Page(s): 200-11 *Date/Year:* Fall 1988 *Accession No.:* 014

Abstract: The primary goal of the National Assessment of Educational Progress (NAEP), which usually involves 90,000 or more students in a nationally representative sample, is to determine and report on the educational achievement of American students. The author's premise of NAEP as a "national achievement test" representing a "national curriculum" is based on a proposed reformulation of NAEP to encourage participation by local and state educators as well as to ensure that its impact on state and local curricula will improve student achievement, instruction and curriculum.

ERIC Document: ED266966
Author: Hilton, Thomas L.; And Others.
Title: ***Science indicators from National Assessment and other sources. National Assessment of Educational Progress. Part 2: analysis of National Assessment results and related data. Final report.***
Source/Publ.: Educational Testing Service.
Place of Publ.: Princeton, NJ
Page(s): 57p. *Date/Year:* 1985 *Accession No.:* 130

Abstract: This study investigated ways of making present and past results of the National Assessment of Educational Progress (NAEP) and other data sources maximally useful as science indicators and to recommend possible changes in instrumentation and procedures that may enhance future NAEP surveys for these purposes. Primary emphasis was given to reviewing published and unpublished reports that have resulted from the national assessment and the frequent special data collections which have also resulted from it, as well as on integrating the findings into tables and text of special relevance to the 1984 edition of "Science Indicators." In addition, the report files and test score files of the National Teacher Examinations (NTE) were examined for similar evidence and results that may confirm or disconfirm the NAEP results. Other data sources (such as the Educational Testing Service Advanced Placement Program) were also examined. Results and recommendations are reported and discussed separately for national assessment, national teacher examinations, advanced placement scores, and for other data sources. One recommendation (related to NAEP) is that all scales purporting to measuring the same concept should be on a common scale. Among the findings is that the NTE data filed proved to be of limited value as a source of science indicators. (JN)

ERIC Document: ED252976
Title: ***Indicators of education status and trends.***
Source/Publ.: US Department of Education.
Place of Publ.: Washington, DC
Page(s): 117p. *Date/Year:* 1985 *Accession No.:* 132

Abstract: The Department of Education has assembled 20 "indicators," drawn from the mass of available statistics on institutions, enrolments, finances, and staff, that describe the condition and progress of elementary and secondary education. Data are assembled under three categories of measures: outcomes, resources, and context of education. The section on outcomes contains such measures as the proportion of 18- to 19-year-olds who have graduated from high school, student achievement, and what students do after they graduate. Student performance data are drawn from the National Assessment of Educational Progress, the Scholastic Aptitude Test (SAT), and the American College Testing Program (ACT). A study by the International Association for Evaluation of Educational Achievement (IEA) compares mathematics achievement in grades 8 and 12 in the United States with that of comparable students from 18 other countries. The resources section contains data on such measures as fiscal resources, quantity and quality of the teaching force, estimated teacher supply and demand, and teacher earnings. The section which focuses on context of education includes such variables as instructional climate of the school, opinion and support of parents and the community, student characteristics, graduation requirements, and an index of state requirements for special educational services. Eleven appendixes provide supplementary data and a glossary concludes the report. (MLF)

Author: Jaeger, Richard M.
Title: ***About educational indicators: statistics on the conditions and trends in education.***
Source/Publ.: Review of Research in Education, 6
Page(s): 276-315 *Date/Year:* 1978 *Accession No.:* 252

Abstract: The author discusses the use of educational statistics as educational indicators. The collection of a variety of educational statistics by government officers has occurred for a long time. There are many claims for their utility but clear demonstrations are lacking. Indicators are likely more useful for the investigation of social policy goals than for the identification of causal relationships for policy analyses. The future of the indicators movement will depend on clear demonstrations of indicators affecting the formation of educational policies and/or the modelling of significant educational processes.

Author: Kaagan, Steve; Smith, Marshall S.
Title: ***Indicators of educational quality.***
Source/Publ.: Educational Leadership, 43(2)
Page(s): 21-24 *Date/Year:* October 1985 *Accession No.:* 093

Abstract: Reviews the Council of Chief State School Officers' effort to establish a nationwide system of educational indicators. Suggests the benefits of such a system. (MCG)

Author: Koretz, Daniel.
Title: ***The new national assessment: what it can and cannot do.***
Source/Publ.: NEA Today; Special edition - Issues '89
Page(s): 32-37 *Date/Year:* January 1989 *Accession No.:* 204

Abstract: See Cognitive Testing and Achievement.

Author: Lerner, Barbara.
Title: ***A consumer's guide to a national census of educational quality.***
Source/Publ.: Peabody Journal of Education, 63(2)
Page(s): 187-208 *Date/Year:* Winter 1986 *Accession No.:* 087

Abstract: A national census of educational quality is advocated to keep a constant check on the overall quality of American education. Why the National Assessment of Educational Progress (NAEP) cannot fill the role is explained, and specific recommendations of what should be included in the census are enumerated. (MT)

Author: Lerner, Barbara.
Title: ***A national census of educational quality - what is needed?***
Source/Publ.: NASSP Bulletin, 71(497)
Page(s): 42-44,46-52,54-58,60 *Date/Year:* March 1987 *Accession No.:* 088

Abstract: Examines the extent and nature of America's need to know whether the nation's educational outlook is improving, considers the contributions of the Scholastic Aptitude Test and the National Assessment of Educational Progress to the information effort, and proposes a more effective testing system to be administered by the Census Bureau. (PGD)

Author: McDonnell, Lorraine M.; Ormseth, Tor.
Title: ***Developing indicators of student coursework.***
Institution: US Department of Education
Source/Publ.: RAND Corporation
Page(s): 31p. *Date/Year:* 1989 *Accession No.:* 232
Notes: Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA, March 31, 1989.

Abstract: This paper describes the development of the School Reform Assessment (SRA) project which began in late 1987 (and is ongoing). It is a joint effort of the UCLA Center for Research on Evaluation, Standards, and Testing and the RAND Corporation. It is funded by the US Department of Education. The focus of the project is the development of curriculum indicators. The major research and policy issues that impact the project are described. The group has identified five approaches or sources of information to indicator validation and data collection: teacher surveys, student surveys, transcript data, indepth interviews (staff), and course materials.

ERIC Document: ED252565.
Author: McGeever, James M.
Title: ***The decline of standardized test scores in the United States from 1965 to the present.***
Source/Publ.: Appalachia Educational Laboratory
Place of Publ.: Charleston, WV
Page(s): 49p. *Date/Year:* 1983 *Accession No.:* 078

Abstract: Student scores on standardized tests have steadily declined since 1965. Researchers conducted a literature review and completed data analysis to determine the reasons for this decrease, assessing trends for the period from 1965 to 1983. The kinds of tests most commonly used are aptitude, achievement, and tests of personal and social characteristics. Score trends vary from test to test. The reasons for the declining student scores include changes in the composition of test-takers, decreases in the quantity of schooling which students experience, curriculum changes, declines in student motivation, and deterioration of the family system and social environment. These factors, in combination, have contributed to the test score decline for more than the past fifteen years. Efforts to end the decreases must address the curricular and school climate factors identified. (DWH).

Author: Messick, Samuel.
Title: ***Progress toward standards as standards for progress: a potential role for NAEP.***
Source/Publ.: Educational Measurement: Issues and Practice, 4(4)
Page(s): 16-19 *Date/Year:* Winter 1985 *Accession No.:* 071

Abstract: The National Assessment of Educational Progress incorporates key elements of a responsible standard-setting process: (1) choice of educational objective; (2) description of current group performance ranges and trends; and (3) the identification of educational contexts differentially related to performance. NAEP results can direct public values toward quality standards in education.

ERIC Document: ED272557
Author: Murnane, Richard J.
Title: ***Priorities for federal education statistics.***
Institution: National Center for Education Statistics
Page(s): 26p. *Date/Year:* 1985 *Accession No.:* 165
Notes: In: *Invited Papers: Elementary/Secondary Education Data Redesign Project.*

Abstract: The paper suggests priorities for the federal government's elementary and secondary education data collection efforts. Sections on outputs, inputs, and private schools describe what data are needed, what is already available, and what is recommended for data collection. Recommendations include a high priority for federal funding for the National Assessment of Educational Progress (NAEP). Scholastic Aptitude Test (SAT) and American College Test (ACT) scores should be published by state alongside an adjusted set of scores that takes into account the influences of participation rates, family income and private school attendance. International Association for the Evaluation of Education Achievement (IEA) cross-national test comparisons should receive continued financial support. A uniform method for calculating dropout rates should be implemented. Datasets are needed that provide detailed information on children's schooling as well as information on post-schooling careers and income paths. Data on teaching should be collected, including: (1) an annual comparison of salaries in teaching with those of other occupations; (2) information on SAT scores of college graduates entering teaching; and (3) teacher mobility patterns. Data on capital account expenditures should be examined in regard to use and cost. Data should be collected on private and for-profit schools. (LMO)

ERIC Document: ED230596.
Title: ***National Assessment of Educational Progress.***
Institution: Education Commission of the States.
Source/Publ.: National Assessment of Educational Progress.
Place of Publ.: Denver, CO
Page(s): 28p. *Date/Year:* 1983 *Accession No.:* 082

Abstract: This brochure describes the mission of National Assessment, the highlights of recent findings, and the procedures used in gathering the data. It also outlines how the project is administered and governed and projects a framework for the development of upcoming assessments. The booklet includes a number of charts and graphs depicting achievement trends, dissemination of materials, and costs. Primary type of information is provided by report: Program Description (Program Goals) (Progress Reports). (Author).

Author: Oakes, Jeannie.
Title: ***Educational indicators: a guide for policymakers.***
Institution: Rutgers University
Source/Publ.: Centre for Policy Research in Education
Place of Publ.: New Brunswick, NJ
Page(s): 39p. *Date/Year:* 1986 *Accession No.:* 190

Abstract: This handbook is written in part to deal with the criticism of the inappropriate use of the American Secretary of Education's *Wall Chart*, an annual publication of a small number of aggregrated schooling statistics. The handbook is divided into five sections: 1) definition of an educational indicator; 2) types of indicators; 3) use of indicators; 4) use of indicators in a policy context, and 5) future directions. The author defines an educational indicator as a "statistic about the educational system that reveals something about its performance or health". In order for an indicator to be useful, it must meet substantive and technical criteria (eg., describes central features of the system, known to be linked to student outcomes, readily understood by a broad audience, can be measured with reliability and validity). The implementation of any indicator system must address certain political issues such as the level of information (local versus federal), fairness of comparisons (how to deal with disparate school districts), and who is responsible for the actual implementation. For future directions, the author suggests that the most likely system to emerge is an overlapping two-level system. It would consist of three components: indicators for the local level, a different set for the national level, and a subset common to both.

Author: Parliament, Jo-Anne.
Title: ***Education in Canada: selected highlights.***
Source/Publ.: Canadian Social Trends
Page(s): 15-20 *Date/Year:* Autumn 1986 *Accession No.:* 024

Abstract: The author discusses the educational attainment of Canadians from national and provincial perspectives. The data are taken from various Statistics Canada educational publications. Some of the statistical tables focus on elementary/secondary enrolments; second language education; university enrolments and degrees granted as well as average annual earnings of full-time workers.

Title: ***The condition of education: elementary and secondary education, 1988. Volume 1.***
Institution: US Department of Education
Source/Publ.: National Center for Education Statistics
Place of Publ.: Washington, DC
Page(s): 130p. *Date/Year:* 1988 *Accession No.:* 255

Abstract: This document provides an overview of the status of elementary and secondary education in the United States. These indicators of education are presented under five major sections: 1) school enrolment (eg, student enrolment); 2) support (eg, expenditures and revenues); 3) the teaching profession (eg, staff, salaries, and quality); 4) school environment (eg, school setting, graduation requirements/course availability); and 5) outcomes of schooling (eg, achievement testing).

ERIC Document: ED272571
Author: Walberg, Herbert J.
Title: ***National statistics to improve educational productivity.***
Institution: National Center for Education Statistics
Page(s): 27p. *Date/Year:* 1985 *Accession No.:* 149
Notes: In: *Invited Papers: Elementary/Secondary Education Data Redesign Project.*

Abstract: See Cognitive Testing and Achievement.

Author: Weiss, Joel.
Title: ***Quality education indicators in Canada: what will "Stand on Guard for Thee".***
Source/Publ.: Studies in Educational Evaluation, 14(1)
Page(s): 65-74 *Date/Year:* 1988 *Accession No.:* 026

Abstract: The background and status of efforts toward development of national educational quality standards for Canada are discussed. Differences and similarities between Canada and the United States are discussed in terms of historical background; educational system; and relationships among education, other social institutions, and culture. Issues at both the national and the provincial levels are covered. (TJH).

Title: ***Youth indicators 1988: trends in the well-being of American youth.***
Institution: Office of Educational Research and Improvement
Source/Publ.: US Department of Education
Place of Publ.: Washington, DC.
Page(s): 135p. *Date/Year:* 1988 *Accession No.:* 209

Abstract: This document represents a new direction for the reporting of information concerning the welfare of youth in the United States by the Department of Education. The book is divided into five major sections: demographics and family composition; family income; education; youth employment and finances; and health, behavior and attitudes. "Youth" is defined to be ages 14 to 24. However, for some of the tables, other ages are included. Data are compiled, whenever available, in 5-year intervals from 1950 to 1980 and annually since 1980. Information is presented in tabular as well as graphic form. Most of the information is broken down by gender and race/ethnicity (whites, blacks, Hispanic, other). The book contains a glossary of terms.

Accountability

Title: ***Canadians' views and attitudes regarding education.***
Source/Publ.: The Reid Report, 1(9)
Page(s): 1-15 *Date/Year:* September 1986 *Accession No.:* 006

Abstract: These views and attitudes were assessed during the National Reid Poll which was conducted in August 1986. Some of the concerns focus on the quality of education provided in public schools in areas such as teaching the basics, curriculum content (specialized vs. generalized) and discipline. Most Canadians believe that the public school system is equitable and should receive more funding. However, many Canadians, if given a choice, would prefer to send their children to a private school.

Title: ***Caught in the middle: educational reform for young adolescents in California public schools.***
Source/Publ.: California State Department of Education
Place of Publ.: Sacramento, CA
Page(s): 162p. *Date/Year:* 1987 *Accession No.:* 213
Notes: Report of the Superintendent's Middle Grade Task Force.
ISBN 0-8011-0488-2

Abstract: See Educational Reform and Improvement.

Author: Coleman, Peter.
Title: ***The good school district: a critical examination of the adequacy of student achievement and per pupil expenditure as measures of school district effectiveness.***
Source/Publ.: Journal of Education Finance, 12(1)
Page(s): 71-96 *Date/Year:* Summer 1986 *Accession No.:* 009

Abstract: School districts in British Columbia are used in this case study analysis of costs and achievement. One of the important issues raised in this paper is the strong relationship between relatively high achievement and relatively low costs. In trying to explain this relationship, the author presents a third element called school/district 'ethos' or goodness as a potential predictor of school effectiveness.

Author: Council of Ministers of Education, Canada (CMEC)
Title: ***National education indicators program approved.***
Source/Publ.: Liaison, 13(2)
Page(s): 2 *Date/Year:* December 1988 *Accession No.:* 185

Abstract: The 53rd Council meeting of CMEC gave tentative approval for a three-phase plan for the development of a national education indicators project. It will examine factors such as participation and graduation rates, levels of achievement, literacy rates, etc. The unique aspect of the project is its national scope, whereby individual provinces and territories can compare their results with Canada-wide data. The ultimate aim for the development of education indicators is to "enable each ministry to be more accountable for the expenditure of public funds".

ERIC Document: ED299706
Title: ***Creating responsible and responsive accountability systems: report of the OERI state accountability study group.***
Source/Publ.: Office of Educational Research and Improvement
Place of Publ.: Washington, DC
Page(s): 78p. *Date/Year:* 1988 *Accession No.:* 108

Abstract: See Issues.

Title: ***Effectiveness: reporting and auditing in the public sector.***
Institution: Canadian Comprehensive Auditing Foundation
Source/Publ.: Canadian Comprehensive Auditing Foundation
Date/Year: 1988 *Accession No.:* 230

Abstract: This study focuses on strategies that can be employed by public sector organizations for improving management and accountability in the area of effectiveness. The study recommends the use of 12 attributes to measure an organization's effectiveness: management direction, relevance, appropriateness, achievement of intended results, acceptance, secondary impacts, costs and productivity, responsiveness, financial results, working environment, protection of assets, and monitoring and reporting.

Author: Elliott, Emerson J.; Hall, Ron.
Title: ***Indicators of performance: measuring the educators.***
Source/Publ.: Educational Measurement: Issues and Practice, 4(2)
Page(s): 6-9 *Date/Year:* Summer 1985 *Accession No.:* 095

Abstract: Current nationwide efforts to improve education call for new information for policymakers in testing and evaluation. Recent state and national evaluation activities, including the Department of Education's project to establish statistical indicators for education, are discussed. Guidelines are given for developing reasonable and appropriate accountability measures at state and local levels. (BS)

Author: Fetler, Mark.
Title: ***Accountability in California public schools.***
Source/Publ.: Educational Evaluation and Policy Analysis, 8(1)
Page(s): 31-44 *Date/Year:* Spring 1986 *Accession No.:* 158

Abstract: This article discusses implementation of the California Department of Education's accountability program, its structure and function, selection of performance indicators, and recognition of schools. A survey of school officials found strong support for the concept of accountability, but weak agreement on the specifics to implement it. (Author/JAZ)

Author: Fetler, Mark.
Title: ***Assessing educational performance: California's school quality indicator system.***
Page(s): 18p. *Date/Year:* 1989 *Accession No.:* 247
Notes: Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA, March 1989.

Abstract: This presentation details the evolution of California's accountability program, summarizing its current status, and discussing future directions. Accountability has become a major focus in the educational reform movement. The first integrated accountability program was introduced in 1983 "with uniform definitions of quality indicators, annual publication of school performance reports, timelines for meeting improvement targets, and programs to recognize schools". The future directions include Proposition 98, whereby an annual accountability report card has to be produced and distributed by each school district. An Advisory Task Force on At Risk Schools has been struck to develop criteria for identifying those schools (with poor performance records) and strategies for improving them.

Author: Hawkins, Robert B. Jr.
Title: ***Current crises in public education.***
Source/Publ.: American Education, 19(3)
Page(s): 30-34 *Date/Year:* April 1983 *Accession No.:* 062

Abstract: Argues that the organizational crisis and the crisis in legitimacy that face public education stem from a fundamental violation of the moral precepts that underlie our experiment in self-government. Citizens and parents have become limited partners in educational decision making. (JOW).

Author: Koretz, Daniel.
Title: ***Arriving in Lake Wobegon: are standardized tests exaggerating achievement and distorting instruction?***
Source/Publ.: American Educator, 12(2)
Page(s): 8-15 *Date/Year:* Summer 1988 *Accession No.:* 205

Abstract: See Issues.

Title: ***Let's talk about schools: a discussion paper on British Columbia schools.***
Source/Publ.: BC Ministry of Education
Page(s): 32p. *Date/Year:* 1985 *Accession No.:* 222
Notes: Accompanied by a Response Document.
ISBN 0-7726-0233-6

Abstract: See Educational Reform and Improvement.

Author: Mussio, Jerry J.
Title: ***Provincial examinations and accountability.***
Source/Publ.: Bridges, 5(2)
Page(s): 11-12 *Date/Year:* December 1987 *Accession No.:* 022

Abstract: Since 1983 in British Columbia, grade 12 provincial examinations have been reinstated after a ten-year absence. One of the reasons for this decision was to try to boost confidence in the public school system by monitoring the student achievement levels and report on the progress of the school system. In the view of the BC Ministry of Education, these examinations and province-wide assessment programs are important components of a comprehensive system of accountability.

Author: Stanley, Timothy.
Title: ***Schooling and the politics of public policy in British Columbia.***
Source/Publ.: Policy Explorations, 3(3)
Page(s): 19-30 *Date/Year:* Summer 1988 *Accession No.:* 225
Notes: This document is part of the series of background papers to the BC Royal Commission of Education: Changing Policy Contexts in Education.

Abstract: The author traces the changes in the BC educational system since the 1970s as a consequence of the changing political climate. The two major interrelated trends have been accountability and privatization. The author asserts that the whole process began with the election of the Social Credit government in 1975. The trend continued with Bill Vander Zalm - first as Education Minister - then as Premier. In the early 1980s, there were massive funding cuts to public-sector education together with an erosion of power in the local school system. Funding was extended to private schools in 1977. Privatization extended to the certification of teachers. The author cautions that these changes are eroding one of the essential purposes of schools (as a common meeting place for children) to create a more equitable society.

Educational Finance

Author: Augenblick, John.
Title: ***The states and school finance: looking back and looking ahead.***
Source/Publ.: Phi Delta Kappan, 66(3)
Page(s): 196-201 *Date/Year:* November 1984 *Accession No.:* 001

Abstract: School finance systems in the states have been redesigned to provide greater equity in such areas as state support of schools and teacher salaries across school districts. The trend toward linking school financing support to school improvement will continue, facilitating state control of schools. The author also states that as property taxes increase, state support of schools will decrease.

ERIC Document: ED252916
Author: Benderson, Albert.
Title: ***Financing excellence in public education. Focus 13.***
Source/Publ.: Educational Testing Service
Place of Publ.: Princeton, N.J.
Page(s): 29p. *Date/Year:* 1984 *Accession No.:* 151

Abstract: *A Nation at Risk* and other recent reports have focused public attention on excellence in education. During the same period, the federal government has cut aid to education by almost 20 percent and consolidated federal funding into block grant programs, which some critics have claimed are less efficient than programs before consolidation. Tax reforms in 19 states limited growth of state spending or taxation between 1976 and 1981. Given this backdrop of taxpayer revolts and cuts in federal aid, the prognosis for financing the recommended educational reforms seems grim. Campaigns to raise voter consciousness have overcome voter resistance to raise school taxes in some areas. The Ohio 1983 election is a prime example; there, tax reforms that would have drastically cut education support were successfully defeated. A number of other states have mobilized support for education, but the trend is not uniform. Support for education has decreased in many states. Some educators question whether there is a direct correlation between spending and academic achievement. Others suggest that schools should be run like businesses for maximum savings. Some fear that the search for excellence has reduced the commitment to educational equity, while others argue for a radical restructuring of educational finance through tax credits or tuition vouchers. Perhaps the realization of America's declining position in world markets provides the best hope that the educational excellence movement will have a permanent impact on education. (MD)

Author: Bezeau, Lawrence M.
Title: ***Level and inequality of per pupil expenditure as a function of finance centralization.***
Source/Publ.: Alberta Journal of Educational Research, 32(2)
Page(s): 80-90 *Date/Year:* June 1986 *Accession No.:* 002

Abstract: Using a sample consisting of states and provinces, it was found that centralization had no effect on the level of per pupil expenditures, but it appeared to reduce the inequality of per pupil expenditure. The study confirmed the importance of per capita personal income as a predictor of per pupil expenditure since each additional dollar of personal income resulted in an extra 20 cents of per pupil expenditure.

Author: Boyd, William Lowe.
Title: ***Retrenchment in American education: the politics of efficiency.***
Source/Publ.: California Journal of Education, 9(1)
Page(s): 67-78 *Date/Year:* Winter 1982 *Accession No.:* 003

Abstract: This paper discusses how fiscal retrenchment has affected the administration of many school districts, resulting in inefficient decision making and lack of educational innovation. However, the author concludes that the problems of retrenchment in local school districts are best resolved by the local political process.

Author: Brimelow, Peter.
Title: ***Are we spending too much on education?***
Source/Publ.: Forbes
Page(s): 72-6 *Date/Year:* December 29, 1986 *Accession No.:* 004

Abstract: Although spending on education in the U.S. has increased steadily over the past 35 years, there has been steadily decreasing productivity in such areas as school results as measured by the SAT, and average performance as measured by the NAEP. The answer to the article title is a resounding *yes*.

Author: Carnoy, Martin.
Title: ***Educational reform and planning in the current economic crisis.***
Source/Publ.: Prospects: Quarterly Review of Education, 16(2)
Page(s): 205-14 *Date/Year:* 1986 *Accession No.:* 007

Abstract: Despite the slowdown on public spending on education, many planners face increasing demands for more and better schooling. The reform movements of the '80s emphasize greater efficiency and better management of the education system keeping in mind particular outcomes considered important for economic vitality. Suggestions are made to develop new strategies to increase public spending and improve educational quality, especially at the elementary school level.

Author: Coleman, Peter.
Title: ***The good school district: a critical examination of the adequacy of student achievement and per pupil expenditure as measures of school district effectiveness.***
Source/Publ.: Journal of Education Finance, 12(1)
Page(s): 71-96 *Date/Year:* Summer 1986 *Accession No.:* 009

Abstract: See Accountability.

ERIC Document: ED300507
Author: Fairchild, Miriam E.; And Others.
Title: ***What price achievement: a cost-effectiveness study of chapter 1 and schoolwide projects.***
Institution: Austin Independent School District, Office of Research and Evaluation.
Place of Publ.: Austin, TX
Page(s): 12p. *Date/Year:* April 1988 *Accession No.:* 107
Notes: Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA, April 5-9, 1988.

Abstract: See Cognitive Testing and Achievement.

Author: Fleming, Thomas.
Title: ***Restraint, reform, and reallocation: a brief analysis of government policies on public schooling in British Columbia - 1981 to 1984.***
Source/Publ.: Education Canada, 25(1)
Page(s): 4-11 *Date/Year:* Spring 1985 *Accession No.:* 015

Abstract: This article outlines the causes of the restraint, the ways in which restraint policies were applied to BC schools, the effects of the restraint program on public education and the long-term implications of this restraint policy. What occurred in the BC education system were: 1) a reallocation of educational resources; 2) the introduction of comprehensive educational planning and budgetary procedures; 3) control of school finance decisions by the Ministry of Education.

ERIC Document: ED298228
Author: Gary, Lee P., Jr.
Title: ***Economic prosperity and the responsibility of public education in metro New Orleans.***
Page(s): 31p. *Date/Year:* 1988 *Accession No.:* 111
Notes: Paper presented at the Metro New Orleans Town Meeting on "Public Schools: Solutions '88", New Orleans, LA, January 6, 1988.

Abstract: See Educational Reform and Improvement.

Author: Hanushek, Eric A.
Title: ***The economics of schooling: production and efficiency in public schools.***
Source/Publ.: Journal of Economic Literature, 24
Page(s): 1141-1177 *Date/Year:* September 1986 *Accession No.:* 197

Abstract: The author presents trend data from the 1950s to the 1980s on the performance of both elementary and secondary schools. The article presents a discussion of some of the theoretical issues of the input/process model of education. The author concludes that, contrary to the Coleman Report of 1966, teacher and school characteristics have important effects on student performance or outcomes. However, there does not seem to be a consistent relationship between school expenditures and student achievement. The author identifies family background as an important non-school factor in student outcomes.

Author: Lewin, Keith.
Title: ***Educational finance in recession.***
Source/Publ.: Prospects: Quarterly Review of Education, 16(2)
Page(s): 215-30 *Date/Year:* 1986 *Accession No.:* 019

Abstract: Within the context of global economic recession, the author discusses principal obstacles that limit the allocation of funds to education in developing nations: 1) factors affecting the overall levels of public expenditure; and 2) factors affecting educational priority in the national budget. He concludes with suggestions on how educational planners can overcome these obstacles.

Author: Murnane, Richard J.; Pauly, Edward W.
Title: ***Lessons from comparing educational and economic indicators.***
Source/Publ.: Phi Delta Kappan, 69(7)
Page(s): 509-13 *Date/Year:* March 1988 *Accession No.:* 138

Abstract: Argues that it is incorrect to view educational performance indicators as vastly more troubled than unemployment indicators. The differences between the educational and economic systems have important consequences for the development of indicators. Includes 11 references. (Author/MD)

ERIC Document: ED234508
Author: Odden, Allan.
Title: ***School finance reform: past, present and future. Issuegram 26.***
Source/Publ.: Education Commission of the States
Place of Publ.: Denver, CO.
Page(s): 10p. *Date/Year:* 1983 *Accession No.:* 153

Abstract: This paper examines past school finance reforms of the 1970s, current reforms in the 1980s, and future reforms in the 1990s. Fiscal inequities targeted in the reforms of the seventies resulted in major structural changes in the school finance systems of over 30 states. The reforms not only improved fiscal equity but helped increase substantially the level of dollars allocated overall to public schools. While fiscal equity remains the primary issue today, school finance reform debates also address three additional needs: program and service equity, balanced budgets, and improved school quality despite current scarce resources. Three major social trends suggest that new issues will be added to the school finance policy agenda soon. First, the shift from an industrial to an information society is substantially changing the composition of the nation's economy and the types of education needed to support its growth. Second, the leveling of public education funds, which traps school districts between rising demands and falling resources, is likely to give rise to new revenue raising schemes such as education foundations and fee-for-service activities. Third, computers, video disks, and related technologies will heavily influence the organization and structure of education practices and finance. (PB)

Author: Orivel, Francois.
Title: ***Economic crisis and educational crisis: looking ahead.***
Source/Publ.: Prospects: Quarterly Review of Education, 16(2)
Page(s): 197-204 *Date/Year:* 1986 *Accession No.:* 023

Abstract: In this examination of the effects of the global economic crisis on education systems, it is suggested that the decline of public education finance is independent of economic decline. The crises that are presently affecting public financing of education systems can be expected to result in: 1) decreased demand for education; 2) decreased costs and quality of education; and 3) radical transformations in education systems. The author briefly outlines some alternate financing methods and discusses the use of present-day and development of new learning technologies that could lead to a significant increase in educational productivity.

Author: Visalberghi, Aldo.
Title: ***May educational expenditure limitations play a positive role?***
Source/Publ.: Prospects: Quarterly Review of Education, 16(2)
Page(s): 243-249 *Date/Year:* 1986 *Accession No.:* 160

Abstract: Argues that austere educational expenditures can and should play a positive educational role with positive social and internationally political implications. Contends that this is possible only under certain conditions involving youth attitudes, political awareness, and technological developments with orientation toward better international relations. (TRS)

Author: Wilkinson, Bruce W.
Title: ***Elementary and secondary education policy in Canada: a survey.***
Source/Publ.: Canadian Public Policy, 12(4)
Page(s): 535-572 *Date/Year:* December 1986 *Accession No.:* 198

Abstract: This article examines some of the changes in educational spending in Canada since the 1950s. The author begins by examining some of the possible factors underlying the increased cost of basic education in Canada. The author identifies seven pressures on the public school system since the Second World War. The real cost of education has increased by approximately 2/3 between 1974/75 and 1983/84. Possible reasons for increased costs of education are discussed: inflation, supply and demand (shortage of teachers), greater enrolment in secondary schools, increase in salaries (due to qualification and experience), and higher absolute salaries (in keeping with other professions). This increase in cost has not been accompanied by an increase in student achievement. The author then examines some of the other issues involved in the improvement of education: quality of education provided, role of family environment, school size, and equity of educational opportunity. The author concludes with a discussion on the possible effects on the quality of education by the increases in the number of private/separate schools.

Author: Williams, Peter.
Title: ***Non-government resources for education with special reference to community financing.***
Source/Publ.: Prospects: Quarterly Review of Education, 16(2)
Page(s): 231-41 *Date/Year:* 1986 *Accession No.:* 161

Abstract: Reviews three options for closing the financial resource gap in education, including reduction, efficient operation, and mobilization of additional resources. Suggests that pressure for private funding may be counterproductive. Examines the complicated potential of community financing which requires collective authority and some form of community organization. (TRS)

Educational Reform and Improvement

ERIC Document: ED235588
Title: ***Action for excellence. A comprehensive plan to improve our nation's schools.***
Institution: Education Commission of the States, Task Force on Education for Economic Growth.
Source/Publ.: Education Commission of the States
Place of Publ.: Denver, CO
Page(s): 60p. *Date/Year:* 1983 *Accession No.:* 144

Abstract: See School/School Administration Effectiveness.

Author: Bacharach, Samuel B.
Title: ***Four themes of reform: an editorial essay.***
Source/Publ.: Educational Administration Quarterly, 24(4)
Page(s): 484-96 *Date/Year:* November 1988 *Accession No.:* 177

Abstract: This editorial essay discusses four important questions addressed by most of the contributors to the current issue: (1) What is meant by "education" in the context of the current reform movement? (2) What are the social goals of education? (3) What are the mechanisms for accomplishing educational reform? and (4) How do we structure educational activity? (TE)

Author: Bayley, Susan; Burgess, Donald A.
Title: ***Britain's Education Reform Act: a new direction for education.***
Source/Publ.: Canadian and International Education, 17(2)
Page(s): 61-74 *Date/Year:* 1988 *Accession No.:* 234

Abstract: The article describes the implications of the British Education Reform Act of 1988 for the direction of education in Britain and Canada. The Act operates on three principles: excellence, consumerism and accountability. There is the belief that if education is consumer-driven (ie, by the parents) and open to competition, standards of achievement should rise. Some of the provisions of the Act are: a new national curriculum, changes in religious worship and instruction, open enrolment, grant-maintained schools, creation of city technology colleges, and a restructuring of higher education. There is a reallocation of administrative power away from the local authorities to parents and the central government. The article concludes with a brief commentary on some of the common themes apparent in Canada: use of basic curricula, consolidation of power within the provincial governments, increased involvement of the parents.

Author: Beyer, Landon, E.
Title: ***Educational reform: the political roots of national risk.***
Source/Publ.: Curriculum Inquiry, 15(1)
Page(s): 37-56 *Date/Year:* Spring 1985 *Accession No.:* 226

Abstract: This article addresses some of the political issues underlying *A Nation At Risk* (ANAR). The basic premise is that school practices and policy are connected to the dominant social, economic and cultural characteristics of a nation. The article is in three parts. Part I reviews the major findings from ANAR. School failures are seen as placing the nation at risk economically, militarily and regarding the sense of well-being of the people. Part II attempts to identify some of the political interests embodied by ANAR. The author asserts that ANAR is a covert way of supporting the status quo. It is "a way of diverting attention away from basic social, political, and economic disparities". Part III presents an alternative inquiry. The author suggests that it is through the empowerment of the "have-nots" of American society that the current social and spiritual malaise can be countered.

ERIC Document: ED242227
Author: Boyer, Ernest L.
Title: ***High school: a report on secondary education in America.***
Institution: Carnegie Foundation for the Advancement of Teaching
Source/Publ.: Harper & Row, Inc.
Place of Publ.: New York, NY
Page(s): 380p. *Date/Year:* 1983 *Accession No.:* 143
Notes: ISBN-0-06-015193-5

Abstract: See Cognitive Testing and Achievement.

Author: Boyer, Ernest L.
Title: ***School reform.***
Source/Publ.: Vital Speeches of the Day, 55(24)
Page(s): 741-744 *Date/Year:* October 1, 1989 *Accession No.:* 199

Abstract: Although *A Nation at Risk* has generated a series of significant changes, these have not been coordinated effectively. The author suggests that the United States needs a national agenda for school reform. The author identifies five priorities: I. Goals: School reform requires a larger vision, the President must lead the way; II. Equality: There should be a special focus on students who are the least advantaged; III. Teachers: More dignity and status should be given to teachers; IV. School Leadership: School-based management is crucial; V. Accountability: There is a need to clarify the content of education and find better ways to measure the results.

Author: Carnoy, Martin.
Title: ***Educational reform and planning in the current economic crisis.***
Source/Publ.: Prospects: Quarterly Review of Education, 16(2)
Page(s): 205-14 *Date/Year:* 1986 *Accession No.:* 007

Abstract: See Educational Finance.

Title: ***Caught in the middle: educational reform for young adolescents in California public schools.***
Source/Publ.: California State Department of Education
Place of Publ.: Sacramento, CA
Page(s): 162p. *Date/Year*: 1987 *Accession No.*: 213
Notes: Report of the Superintendent's Middle Grade Task Force.
ISBN 0-8011-0488-2

Abstract: This is the report of the Superintendent's Middle Grade Task Force. It presents a reform agenda for grades 6 to 8. There are 22 principles presented in the report. Each is accompanied by "specific recommendations which have implications for legislative initiatives, educational policies, administrative guidelines, and professional practices". The following are the list of principles: 1) Core curriculum; 2) Knowledge; 3) Thinking and communication; 4) Character development; 5) Learning to learn; 6) Instructional practice; 7) Academic counseling; 8) Equal access; 9) Student diversity and underrepresented minorities; 10) At-risk students; 11) Physical and emotional development; 12) School culture; 13) Extracurricular and intramural activities; 14) Student accountability; 15) Transition; 16) Structure; 17) Scheduling: an expression of middle grade philosophy; 18) Assessment; 19) Professional preparation; 20) Staff development; 21) Parents, communities, and school boards, and 22) State-of-the-art middle grade schools. The report also contains an accountability matrix where all the important partners for the implementation of the recommendations are identified.

ERIC Document: ED298660
Title: ***Context, outcomes and resources of elementary and secondary education in Oregon.***
Source/Publ.: Oregon State Dept. of Education
Place of Publ.: Salem, OR
Page(s): 64p. *Date/Year*: 1988 *Accession No.*: 110
Notes: Prepared by the Assessment and Evaluation Section, Division of Curriculum and School Improvement.

Abstract: The purpose of this document is to provide an overview of major trends and forces likely to affect public education in Oregon. This report is intended to serve as one source of data that could be used by state policymakers in establishing educational priorities for Oregon. The report is organized into three major categories: (1) the context of education (education and the changing nature of the work force and demographic and social trends); (2) outcomes of education (academic performance and school completion); and (3) school characteristics and resources (teacher characteristics and educational resources). (SI)

ERIC Document: ED378370
Author: Contreras, A. Reynaldo.
Title: ***Use of educational reform to create effective schools.***
Source/Publ.: Education and Urban Society, 2(4)
Page(s): 399-413 *Date/Year*: August 1988 *Accession No.*: 101
Notes: Theme issue with title *"Excellence and Equity in Education: Models for Success."*

Abstract: See School/School Administration Effectiveness.

ERIC Document: ED233913
Title: ***Educating Americans for the 21st century: a plan of action for improving mathematics, science and technology education for all American elementary and secondary students so that their achievement is the best in the world by 1995.***
Institution: National Science Board Commission on Precollege Education in Mathematics, Science and Technology.
Source/Publ.: National Science Foundation.
Place of Publ.: Washington, DC
Page(s): 139p. *Date/Year:* 1983 *Accession No.:* 145

Abstract: See School/School Administration Effectiveness.

Author: Fleming, Thomas.
Title: ***Restraint, reform, and reallocation: a brief analysis of government policies on public schooling in British Columbia - 1981 to 1984.***
Source/Publ.: Education Canada, 25(1)
Page(s): 4-11 *Date/Year:* Spring 1985 *Accession No.:* 015

Abstract: See Educational Finance.

Author: Fullan, Michael.
Title: ***The meaning of educational change.***
Institution: Ontario Institute for Studies in Education (OISE)
Source/Publ.: OISE Press
Place of Publ.: Toronto, ON
Page(s): 326p. *Date/Year:* 1982 *Accession No.:* 186

Abstract: The 15 chapters in this book are divided into three parts: 1) Understanding Educational Change; 2) Educational Change at the Local Level, and 3) Educational Change at the Regional and National Levels. Part One presents some of the sources for change and discusses some of the factors affecting the implementation of change. Part Two presents each of the major actors affected by change in the educational system: teacher, principal, student, district administrator, consultant, parent and the community. Included in each of these chapters is a section on Guidelines for Coping (with change). Part Three highlights some of the major changes in education (from the government's perspective) in both Canada and the United States. The book ends with a discussion on the future directions and issues for educational change.

Author: Futrell, Mary Hatwood.
Title: ***Mission not accomplished: education reform in retrospect.***
Source/Publ.: Phi Delta Kappan, 71(1)
Page(s): 9-14 *Date/Year:* September 1989 *Accession No.:* 236

Abstract: The article traces the developments in educational reform since the publication of *A Nation At Risk* in 1983. The author identifies four waves with different origins: political, educational, economic, and democratic. Since *A Nation At Risk*, more than 700 statutes have been passed specifying "who should teach what and to whom - and when and how". The second wave brings together all the relevant partners in education in a collaborative effort to improve education. The third wave addresses the utilitarian aspect of education: schools need to produce graduates who can improve the economy of the nation. The last wave refocuses reform at its grassroots, democratic level. The goals of this fourth wave are excellence and equity. Every student should be provided with opportunities to reach his/her full potential.

ERIC Document: ED226006
Author: Gardner, David P.; And Others.
Title: ***A Nation At Risk: the imperative for educational reform. An open letter to the American people: a report to the nation and the Secretary of Education.***
Source/Publ.: National Commission on Excellence in Education
Place of Publ.: Washington, DC
Page(s): 72p. *Date/Year:* April 1983 *Accession No.:* 098

Abstract:

This report: (1) investigates the declining state of the educational system in America, as measured by high school student performance in the United States and other countries; (2) identifies specific problem areas; and (3) offers multiple recommendations for improvement. The five major recommendations arrived at appear, respectively, under the headings: content, standards and expectations, time, teaching, leadership and fiscal support. Recommendations pertaining to content include the strengthening of high school graduation requirements by establishing minimum requirements for each student of: (a) 4 years of English; (b) 3 years of mathematics; (c) 3 years of science; (d) 3 years of social studies; and (e) one-half year of computer science. With regard to standards and expectations, schools, colleges, and universities are encouraged to adopt more rigorous and measurable standards and higher expectations for academic performance and student conduct. Four-year colleges and universities, in particular, are advised to raise their admission requirements. In order to improve time usage, the report advises that more time should be devoted to students learning the "New Basics," which may, in turn, require a longer school day, or a lengthened school year. Seven ways to improve teacher preparation and to make teaching a more rewarding and respected profession are listed. Six implementation guidelines are suggested for improving educational leadership and fiscal support. Appendices contain: (a) charter of the National Commission on Excellence in Education; (b) schedule of the Commission's public events; (c) list of commissioned papers; (d) list of individuals who testified at Commission hearings; (e) list of other presentations to the Commission; and (f) notable programs. (JM)

ERIC Document: ED298228
Author: Gary, Lee P., Jr.
Title: ***Economic prosperity and the responsibility of public education in metro New Orleans.***
Page(s): 31p. *Date/Year:* 1988 *Accession No.:* 111
Notes: Paper presented at the Metro New Orleans Town Meeting on "Public Schools: Solutions '88", New Orleans, LA, January 6, 1988.

Abstract:

It is the theme of this paper that economic prosperity and public education are inseparable; yet, both are lacking in Louisiana. The lack of excellence in education is a liability for stimulating and accelerating the growth and diversification of business and industry. In particular, educational mediocrity is evidenced in the following: (1) staggering failure rates of male and black students in the first grade; and (2) low scores of high school seniors in the American College Testing Program (ACT). Recommendations for achievement improvements in these two areas are presented. The Governor-Elect, the Louisiana Legislature, and the State Board of Elementary and Secondary Education (BESE) must develop a team approach to ensure meaningful reform of the State's public education system. Key recommendations for improvement include the following: (1) compulsory state-funded pre-schooling for 4- and 5-year olds; (2) performance pay raises for classroom teachers; (3) funding for more textbooks and libraries; (4) privatization of the State vocational and technical schools; and (5) implementation of the already mandated exit exam for graduation from high school. Four tables of statistical data on student attrition rates and ACT scores are included. (FMW)

Author: Giroux, Henry.
Title: ***Thunder on the right: education and the ideology of the quick fix.***
Source/Publ.: Curriculum Inquiry, 15(1)
Page(s): 57-62 *Date/Year:* Spring 1985 *Accession No.:* 227

Abstract: This document presents some observations on the two-day conference: Education, Public Policy, and the Reagan Administration. The Washington conference focused on the current state of public education, the role of federal policy in education, and the relationship between schooling and the high technology future. The discussions were divided over political and ideological grounds. Although the conference debated issues such as extension of the school day and addition of more required courses, it failed to address more basic issues of schooling such as the reduction of gender and class inequalities in American society. The author suggests that the real crisis in education is linked to the crisis in democracy. Schooling should be aimed at educating the future generations so that they can aspire to live in a more just and democratic society.

Author: Giroux, Henry A.
Title: ***Public philosophy and the crisis in education.***
Source/Publ.: Harvard Educational Review, 54(2)
Page(s): 186-194 *Date/Year:* May 1984 *Accession No.:* 058

Abstract: Criticizes the movement to link the outcomes of education solely to the needs of the business community and argues that this philosophy of education undermines efforts to equip students with the skills necessary to analyze sociopolitical processes at work. (JOW).

Author: Hannaway, Jane; Crowson, Robert (eds).
Title: ***The politics of reforming school administration.***
Source/Publ.: Journal of Education Policy, 3(5): Special Issue
Page(s): 201p. *Date/Year:* 1988 *Accession No.:* 250
Notes: This issue is co-published as the Politics of Education Association (PEA) 1988 Yearbook. Please note that these articles have not been individually abstracted.

Abstract: The 13 articles from this annual yearbook of the Politics of Education Association (PEA) deal with the roles of school administrators and the politics involved in the educational reform movement. Following is the list of contributions: 1) "Introduction and overview: the politics of reforming school administration" (pp.1-12; Crowson, R.L.; Hannaway, J.); 2) "The national commission approach to educational reform" (pp.13-26; Wimpelberg, R.K.; Ginsberg, R.); 3) "Raising the stakes on statewide mandatory testing programs" (pp. 27-40; Corbett, H.D.; Wilson, B.L.); 4) "State education reform movement implementation: a framework for analysis" (pp.41-60; Odden, A.; Marsh, D.); 5) "State politics and education reform" (pp.61-76; Fuhrman, S.H.); 6) "Making schools manageable" (pp.77-94; Sykes, G.; Elmore, R.E.); 7) "Schoolwork and its reform" (pp.95-112; Johnson, S.M.); 8) "Teachers' political orientation vis-a-vis the principal: the micropolitics of the school" (pp.113-126; Blase, J.J.); 9) "Evaluation designs as political strategies" (pp.127-138; Noblit, G.W.; Eaker, D.J.); 10) "Power and empowerment: the constraining myths and emerging structures of teacher unionism in an age of reform" (pp.139-160; Bacharach, S.B.; Shedd, J.B.); 11) "Alternative approaches to labor-management relations for public school teachers and administrators" (pp.161-183; Mitchell, D.E.); 12) "Democratic theory and the role of teachers in democratic education" (pp.183-200; Gutmann, A.); and 13) "Commentary" (p.201; Thomson, S.D.).

ERIC Document: ED296009.
Author: Herman, Joan L.
Title: ***Los Angeles experience: evaluating the results of Concept 6 - Phase I.***
Institution: Los Angeles Unified School District. Research and Evaluation Branch.
Page(s): 13p. *Date/Year:* 1987 *Accession No.:* 046
Notes: Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA, April 5-9, 1988.

Abstract: See Outcomes/Results of Education.

Author: Hunt, James B.; And Others.
Title: ***Action for excellence.***
Source/Publ.: Educational Leadership, 41(1)
Page(s): 14-18 *Date/Year:* September 1983 *Accession No.:* 060

Abstract: See Cognitive Testing and Achievement.

Author: Kelebay, Y. George.
Title: ***The case for supply-side education.***
Source/Publ.: McGill Journal of Education, 21(3)
Page(s): 247-256 *Date/Year:* Fall 1986 *Accession No.:* 224
Abstract: This article deals with the role of schools and education in Quebec. The author suggests that the sociopolitical changes of the past three decades in Quebec are instrumental in shaping Quebec schools. He asserts that one of the reasons for the failings of schools is that they have taken on responsibilities that are not directly related to education. The author suggests that schools should be made "teacher-centred" again. The curriculum should be refocused around a core of essential intellectual skills.

Author: Kemmis, Stephen.
Title: ***Action research.***
Source/Publ.: Australian National University Press
Place of Publ.: Canberra, Australia
Page(s): 130-152 *Date/Year:* 1983 *Accession No.:* 188
Notes: In D.S. Anderson and C. Blakers (eds). *Youth, Transition and Social Change.*

Abstract: See Issues.

ERIC Document: ED300866
Author: Lanier, Mark W.
Title: ***Educational excellence and potential dropouts: theory, research, and policy implications.***
Institution: Appalachia Educational Laboratory
Source/Publ.: Office of Educational Research and Improvement
Place of Publ.: Washington, DC
Page(s): 38p. *Date/Year:* 1986 *Accession No.:* 118

Abstract: This paper suggests that the current wave of educational reform carries with it a conception of excellence derived from concern for the productivity of the nation's human potential. First, differing concepts of excellence are addressed, followed by a discussion of recent educational reforms that are perceived as threats to students who are at risk of dropping out. Finally, policy implications of this discussion are considered. Sixty-nine references are included. Appended is a summary of excellence reforms perceived as threats to at-risk students in member states served by the Appalachia Educational Laboratory and a summary of policy recommendations. (SI).

Title: ***Let's talk about schools: a discussion paper on British Columbia schools.***
Source/Publ.: BC Ministry of Education
Page(s): 32p. *Date/Year:* 1985 *Accession No.:* 222
Notes: Accompanied by a Response Document.
ISBN 0-7726-0233-6

Abstract: This is the report of the Advisory Committee struck by the BC Ministry of Education (in July 1984) to study critical issues and questions facing provincial schooling. The previous review was done over two decades ago (Chant Commission). The report is divided into two parts: the first deals with broad issues and questions concerning schools and society; the second part deals with structural issues and operative issues such as school management, employee relations, parental responsibilities. Not only is this report a summary of the Committee's findings, it also acted as a stimulus for feedback from the public. The report contained a list of discussion questions (three questions per topic; total of 41 questions) and a response document was distributed to elicit responses for these questions.

Author: Lewis, Anne C.
Title: ***The not so extracurriculum. Kappan special report.***
Source/Publ.: Phi Delta Kappan, 70(9)
Page(s): K1-K8 *Date/Year:* May 1989 *Accession No.:* 221

Abstract: This special report discusses the impact of extracurricular activities on education. The author traces some of the historical development of the concept of extracurricular activities and its role in the overall education of the child. Recent changes in schools have created a much stronger link between these extracurricular activities and the regular school programs. For example, many schools now have a no pass/no play rule. Students are not allowed to participate or continue to participate unless their academic studies are on track. On the surface, this may seem very legitimate until one realizes that admission to postsecondary education often uses extracurricular activities as a selection criterion. This type of trend leads the author to assert that extracurricular activities are not "extra" anymore; they are becoming a major part of the student's academic training. When these extracurricular activities are mainly sports related, the author is concerned about the impact of the strong emphasis on competition and winning on overall student development. The author concludes that educators need to examine this "third" curriculum more closely. See also the following accompanying articles in the same issue: "Searching for alternatives to standardized tests: whys, whats, and whithers" (Haney, W. & Madaus, G.); "Standardized testing: harmful to educational health" (Neill, D.M. & Medina, N.J.); "The $150 million redundancy" (Bracey, G.W.); "A true test: toward more authentic and equitable assessment" (Wiggins, G.); "Assessing the curriculum experienced by children" (Rogers, V.); and "Assessing science learning in elementary school: why, what, and how?" (Raizen, Senta A. & Kaser, Joyce, S.).

Author: Macrae, Norman.
Title: ***The most important choice so few can make.***
Source/Publ.: The Economist
Page(s): 19-24 *Date/Year:* September 20, 1986 *Accession No.:* 020

Abstract: Recommendations for extensive reform in the state financed British secondary school system are discussed in light of current educational reform taking place in the United States and Germany. The vehicle for the British reform movement is a "capitation fee model" whose main features include: 1) schools run by school boards and not by local authorities; 2) funds allocated to schools based on the number of pupils enrolled per school; and 3) parents selecting whichever school they want to sent their child(ren) to. The author discusses what he considers to be necessary amendments to this model: 1) greater equality of opportunity; and 2) different membership composition in proposed school boards.

Author: McLean, Leslie D.
Title: ***Achievement measures made relevant to pedagogy.***
Source/Publ.: McGill Journal of Education, 23(3)
Page(s): 243-252 *Date/Year:* Fall 1988 *Accession No.:* 223

Abstract: See Issues.

ERIC Document: ED295292
Title: ***Minnesota educational effectiveness: 1987 evaluation report.***
Source/Publ.: Minnesota State Dept. of Education
Place of Publ.: St. Paul, MN
Page(s): 21p. *Date/Year:* 1987 *Accession No.:* 163

Abstract: Conceived by the Minnesota State Legislature, the Minnesota Educational Effectiveness Program is a school improvement and staff development program. Its participants perceive the program as a method for identifying areas of concern and for providing staff with the processes to effect change. As of September 1987, 328 Minnesota schools are in various stages of program implementation. This report summarizes the program's major activities and accomplishments during the 1986-87 school year, including (1) the use of grounded theory methodology to explain the program's operation; (2) development of a student achievement results database and accompanying test battery composite score; (3) no pattern of statistically significant change in baseline test scores for tested grade levels (except grade 9) at the research and development sites; (4) positive changes occurring at the R & D sites; (5) emerging concerns regarding program evaluation; (6) the importance of depth of participation; (7) identification of the principal's role and level of training as important school improvement success variables; and (8) expansion of the program to develop greater local support for schools. The report recommends that (1) the test results database be developed and expanded; (2) regional facilitators work with sites in using the formative evaluation process; (3) educators at all levels recognize variables affecting a school's success in implementing an improvement program; (4) state-level staff clarify roles of regional and local coordinators and encourage networking between the two groups; and (5) state-level staff and the program's advisory task force constantly explore alternatives and components enhancing the program's development. (MLH)

Author: Murnane, Richard J.
Title: ***Improving education indicators and economic indicators: the same problems?***
Source/Publ.: Educational Evaluation and Policy Analysis, 9(2)
Page(s): 101-16 *Date/Year:* Summer 1987 *Accession No.:* 021

Abstract: In trying to improve education indicators, the focus is usually on: 1) measuring performance; 2) reporting the results; and 3) explaining performance trends. However, some of the problems that arise are from the very nature of the governance of American public education, making them different from problems associated with improving economic indicators.

Author: Ornstein, Allan C.
Title: ***Emerging curriculum trends: an agenda for the future.***
Source/Publ.: NASSP Bulletin, 73(514)
Page(s): 37-48 *Date/Year:* February 1989 *Accession No.:* 182

Abstract: Future school curricula are likely to be less departmentalized and more integrated and holistic. This article summarizes new trends and emerging issues, such as telecommunications; computer literacy; nuclear, environmental, and AIDS education; nutrition and exercise, aging education, and futuristic study. Includes 18 notes. (MLH)

ERIC Document: ED233112
Author: Peterson, Paul E.; And Others.
Title: ***Making the grade. Report of the Twentieth Century Fund Task Force on federal elementary and secondary education policy, and background paper.***
Source/Publ.: Twentieth Century Fund
Place of Publ.: New York, NY
Page(s): 175p. *Date/Year:* 1983 *Accession No.:* 146
Notes: ISBN-0-87078-151-0

Abstract: This document presents findings of an independent committee that was organized by the Twentieth Century Fund to study the federal role in shaping educational policy, and includes the comprehensive background paper (prepared by Paul E. Peterson) on which the task force discussions were based. The report describes current problems in elementary and secondary schooling, reviews effects of the past federal role in education, and proposes federal policy involvement in the following areas: (1) establishment of a program to reward teaching excellence ; (2) emphasis on English language literacy; (3) provision of advanced science and mathematics training; (4) continued support of special programs for disadvantaged students; (5) support for educational research; and (6) financial support to provide parents with schooling options. The background paper examines the history and current state of American education, evaluates the impact of federal policy on education, and provides a framework for evaluating recommendations for change. Specifically, the paper describes declines in educational expansion over the years; suggests that the federal government has had only modest effects on the educational system; and stresses that federal policy should consider the need to balance the issues of quality and equality and of federal direction versus local autonomy in education. (MJL)

Author: Rogers, Vincent.
Title: ***Assessing the curriculum experienced by children.***
Source/Publ.: Phi Delta Kappan, 70(9)
Page(s): 714-717 *Date/Year:* May 1989 *Accession No.:* 219

Abstract: See Issues.

Author: Rosow, Jerome M.; Zager, Robert; Casner-Lotto, Jill and Associates.
Title: ***Allies in educational reform: how teachers, unions, and administrators can join forces for better schools.***
Institution: Work in America Institute
Source/Publ.: Jossey-Bass Publishers
Place of Publ.: San Francisco, CA
Page(s): 353p. *Date/Year:* 1989 *Accession No.:* 243

Abstract: See Teacher/Teaching Effectiveness.

Title: ***Schools and quality: an international report.***
Source/Publ.: Organization for Economic Cooperation and Development (OECD)
Place of Publ.: Paris, France
Page(s): 141p. *Date/Year:* 1989 *Accession No.:* 211

Abstract: See Indicator Systems- International.

Author: Shavelson, Richard J.
Title: ***Contributions of educational research to policy and practice: constructing, challenging, changing cognition.***
Source/Publ.: Educational Researcher, 17(7)
Page(s): 4-11, 22 *Date/Year:* October 1988 *Accession No.:* 135

Abstract: The perception that educational research does not significantly contribute to policy and practice is inaccurate. However, the impact of research is not as frequent or effective as it might be. To remedy this, researchers should study the action mind frames of policymakers and practitioners. (BJV)

ERIC Document: ED254901
Author: Spady, William G.; Marx, Gary.
Title: ***Excellence in our schools: making it happen. Status report.***
Institution: Far West Lab for Educational Research and Development
Source/Publ.: American Association of School Administrators.
Place of Publ.: Arlington, VA
Page(s): 34p. *Date/Year:* 1984 *Accession No.:* 096

Abstract: See Standards.

Author: Stanley, Timothy.
Title: ***Schooling and the politics of public policy in British Columbia.***
Source/Publ.: Policy Explorations, 3(3)
Page(s): 19-30 *Date/Year:* Summer 1988 *Accession No.:* 225
Notes: This document is part of the series of background papers to the BC Royal Commission of Education: Changing Policy Contexts in Education.

Abstract: See Accountability.

ERIC Document:	ED223423
Title:	***Today's problems, tomorrow's crises.***
Institution:	National Science Board Commission on Precollege Education in Mathematics, Science and Technology.
Source/Publ.:	National Science Foundation
Place of Publ.:	Washington, DC.

Page(s): 13p. *Date/Year:* 1982 *Accession No.:* 099

Abstract: In response to the current decline in the quality and quantity of precollege mathematics and science education in the United States, the National Science Board (NSB) established the Commission of Precollege Education in Mathematics, Science, and Technology. The purpose of this Commission is to define a national agenda for improving mathematics and science education in this country. The Commission will develop an action plan that will include a definition of the appropriate roles and responsibilities of federal, state, and local governments, professional and scientific societies, and the private sectors in addressing this problem. This report presents the Commission's assessment of the current condition of precollege education in mathematics, science, and technology and explores some of the key problems and challenges facing educational institutions in meeting three goals (described in the introduction) to foster scientific and technological literacy. Specific contributory problems to declining achievement and student participation in science and mathematics in a time of increasing national needs are discussed. These include problems related to teachers, classrooms (inadequate teaching time, equipment, and facilities), curricula, and instructional approaches. Issues related to public perceptions and priorities are also addressed. (Author/JN)

Author:	Tomlinson, Tommy M.; Walberg, Herbert J. (eds)
Title:	***Academic work and educational excellence.***
Source/Publ.:	McCutchan Publishing Co.
Place of Publ.:	Berkeley, CA

Page(s): 299p. *Date/Year:* 1986 *Accession No.:* 192

Abstract: This book is a selection of commissioned papers by the National Commission on Excellence in Education for its background information to the report: *A Nation at Risk: The Imperative for Educational Reform.* The purpose of this book is to allow for more informed decisions arising out of *A Nation At Risk.* The following is the list of contributors: 1) A Nation At Risk: background for a working paper (Tomlinson, T.); 2) Twenty-five years of American education: an interpretation (Adelson, J.); 3) The changing American child (Zimiles, H.); 4) What is learned in elementary schools (Good, T.L.); 5) Between elementary school and high school (Ward, B.A.); 6) Public secondary schools in the United States (Cusick, P.A.); 7) Making the grade in college in the 1980s (Neumann, W.F.); 8) Academic work (Doyle, W.); 9) Children's motivation to learn (Stipek, D.J.); 10) Alternative conceptions of intelligence and their implications for education (Wagner, R.K.; Sternberg, R.J.); 11) Achievement and the quality of student effort (Pace, C.R.), and 12) A Nation At Risk: retrospect and prospect (Walberg, H.J.).

Family/Socioeconomic Factors

Author: Alwin, Duane F.; Thornton, Arland.
Title: ***Family origins and the schooling process: early versus late influence of parental characteristics.***
Source/Publ.: American Sociological Review, 49(6)
Page(s): 784-802 *Date/Year:* December 1984 *Accession No.:* 075

Abstract: See Cognitive Testing and Achievement.

Author: Arbuckle, Barry S.; MacKinnon, Carol E.
Title: ***A conceptual model of the determinants of children's academic achievement.***
Source/Publ.: Child Study Journal, 18(2)
Page(s): 121-47 Date/Year: 1988 Accession No.: 100

Abstract: See Indicator Systems- Models.

Author: Brown, Jane O.; And Others.
Title: ***Health variables and school achievement.***
Source/Publ.: Journal of School Health, 55(1)
Page(s): 21-23 *Date/Year:* January 1985 *Accession No.:* 076

Abstract: The relationships among health status, family and socioeconomic factors, and academic achievement were examined to discover the effect of health status on academic achievement. Health problems were found to be moderately related to academic variables. Results are discussed. (Author/DF).

ERIC Document: ED285954.
Title: ***Educational achievement: explanations and implications of recent trends.***
Institution: Congressional Budget Office.
Source/Publ.: U.S. Congress
Place of Publ.: Washington, DC.
Page(s): 118p. *Date/Year:* 1987 *Accession No.:* 065

Abstract: See Outcomes/Results of Education.

ERIC Document: ED268068.
Author: Ginsburg, Alan L.; Hanson, Sandra L.
Title: ***Values and educational success among disadvantaged students.***
Institution: Decision Resources Corp.
Source/Publ.: U. S. Department of Education
Place of Publ.: Washington, DC.
Page(s): 26p. *Date/Year:* 1985 *Accession No.:* 070

Abstract: A research study shows the strong positive relationship between traditional personal values and academic success of students from various disadvantaged backgrounds. Four categories of values were examined: (1) the work ethic, (2) religious commitment, (3) parental support of success in school, and (4) peer group support of success in school. A sample of 11,885 tenth grade students from families whose socioeconomic status was below the national median were selected from 30,000 sophomore students in the 1980 nation-wide study, High School and Beyond Survey. Values of students whose GPAs were in the upper 20 percent of the nation were compared with those whose GPAs ranked in the bottom 20 percent. Comparisons were made within each ethnic and racial classification. Students in the top category of academic achievement tended to express much stronger support for traditional values than did those in the bottom GPA category. Furthermore, the students in the top category were much more likely to have parents and friends who supported success in school. This finding is the same for all disadvantaged populations represented in this study, which includes four racial or ethnic groups: Asians, Blacks, Hispanics, and Whites. This study suggests that development of character and intellect are intertwined. If teachers and parents collaborate to encourage positive values of students, they are likely to enhance academic achievement and success in school. (JP).

ERIC Document: ED268069.
Author: Hanson, Sandra L.; Ginsburg, Alan L.
Title: ***Gaining ground: values and high school success.***
Institution: Decision Resources Corp.
Source/Publ.: US Department of Education
Place of Publ.: Washington, DC.
Page(s): 59p. *Date/Year:* 1985 *Accession No.:* 069

Abstract: See Outcomes/Results of Education.

ERIC Document: ED292711.
Author: Petry, John.
Title: ***A cross-cultural study of Japanese education.***
Page(s): 11p. Date/Year: 1986 Accession No.: 048
Notes: Paper presented at the annual meeting of the Mid-South Educational Research Association, Memphis, TN, November 19, 1986.

Abstract: The homogeneity of the Japanese people is a major component in their educational achievements. The success of the educational system is linked to various factors, such as the state of the national health, the excellence of the transportation system, a common language, and other cultural attitudes and values. Parents are considered responsible for their children's school work, and children attend school for longer hours and spend more hours studying than do U.S. children. Group goals take precedence over individual goals. Entrance to preferred schools is heavily competitive, as is entrance to higher educational institutions. Topography is a factor, because the Japanese population is concentrated in the coastal areas and in large cities. There is a 98 percent literacy rate. Education has been the instrument of change in Japan, accomplishing national goals and attaining an effective world image. (NL).

Title: ***Youth indicators 1988: trends in the well-being of American youth.***
Institution: Office of Educational Research and Improvement.
Source/Publ.: US Department of Education
Place of Publ.: *Washington, DC.*
Page(s): 135p. Date/Year: 1988 Accession No.: 209

Abstract: See Indicator Systems- National/Federal.

ERIC Document: ED259071
Author: Zill, Nicholas.
Title: ***Poverty and educational achievement: an analysis plan.***
Institution: Child Trends Inc.
Source/Publ.: National Institute of Education
Place of Publ.: Washington, DC.
Page(s): 52p. *Date/Year:* 1985 *Accession No.:* 073

Abstract: This paper describes a series of proposed analyses that would make use of existing information from national surveys of the school-aged population and other large-scale databases in order to illuminate trends in the makeup, life circumstances, schooling, and educational achievement of the population of United States children that is eligible for compensatory education services. The proposed analyses address the following major questions (1) What are the demographic characteristics of United States children from low-income families, and how have these characteristics changed over time? (2) What is the latest statistical evidence about the relationship between poverty and educational achievement, and is there any sign that this relationship has changed over time? (3) What is the latest statistical evidence about the relationship between poverty and the quality of educational services received by students, and is there any sign that this relationship has changed? (4) What are some of the implications of the demographic characteristics and population trends for the organization and delivery of compensatory education services? For each proposed analysis, the paper provides the following: the purpose of the analysis; the rationale for carrying it out; the databases that could be used to provide the required information; the steps involved in analyzing these data; an estimate of the effort required; and suggestions for coordinating the task with the other proposed analyses. In addition, the report contains selected references to previous studies on the same or related topics, and to written descriptions of the recommended databases. (KH).

School/School Administration Effectiveness

ERIC Document: ED235588
Title: ***Action for excellence. A comprehensive plan to improve our nation's schools.***
Institution: Education Commission of the States, Task Force on Education for Economic Growth.
Source/Publ.: Education Commission of the States
Place of Publ.: Denver, CO
Page(s): 60p. *Date/Year:* 1983 *Accession No.:* 144

Abstract: Following an argument for improving the quality of public education to further the nation's economic growth, current educational deficiencies are analyzed and an action plan presented. Methods for implementing the following recommendations are outlined: (1) governors, state legislators, boards of education, educators, and business leaders should collaborate to develop and promptly put into effect plans for improving education in the public schools; (2) broader and more effective partnerships between educators and leaders in business, labor, science, and technology should be created for improving education statewide and locally; (3) resources essential for improving the schools should be marshalled; (4) teachers should be more highly regarded and the profession upgraded; (5) the academic experience should be intensified and made more productive, especially through firm and demanding requirements; (6) teaching and student achievement should be objectively evaluated; (7) principals' leadership and school management should be improved; (8) programs should be expanded and participation encouraged for students whose needs are presently not addressed. Various encouraging signs are cited as promising success in achieving a higher quality of education for all in addition to greater equality of educational opportunity. A list of redefined and upgraded basic skills and competencies for productive employment is appended. (MJL)

ERIC Document: ED242227
Author: Boyer, Ernest L.
Title: ***High school: a report on secondary education in America.***
Institution: Carnegie Foundation for the Advancement of Teaching
Source/Publ.: Harper & Row, Inc.
Place of Publ.: New York, NY
Page(s): 380p. *Date/Year:* 1983 *Accession No.:* 143
Notes: ISBN-0-06-015193-5

Abstract: The performance of the American high school as an institution is discussed, based on a study of U.S. secondary education conducted by the Carnegie Foundation for the Advancement of Teaching. Attention is directed to students, teachers, the principal, the classroom, and the curricula. Field studies were conducted at 15 public high schools, which were chosen to represent a cross-section of schools. Attention is directed to the core curricula, which consists of courses in English, literature, the arts, foreign language, history, civics, science, mathematics, technology, and health. Additional topics include the following: student aptitude test scores, secondary school course requirements, the importance of literacy, the transition to work and further learning, high school instruction and the conditions of teaching, teacher salaries, teacher preparation and certification, technology and schools, students as volunteers in the school and other institutions, the leadership role of the principal, gifted and high-risk students, college-school connections, school-corporation connections, and the public commitment to excellence in schools. Recommendations for each of these areas are offered, and information on the Carnegie study is appended, along with a bibliography. (SW)

Author: Brookover, Wilbur B.
Title: ***Distortion and overgeneralization are no substitutes for sound research.***
Source/Publ.: Phi Delta Kappan, 69(3)
Page(s): 225-27 *Date/Year:* November 1987 *Accession No.:* 085
Notes: For related article, please see Stedman, L.C. (1987). *"It's time we changed the effective schools formula."* Phi Delta Kappan, 69(3), 215-224.

Abstract: Presents a critical rejoinder to Stedman's article that dismisses the validity of school effectiveness guidelines. Stedman has misused school effectiveness research findings, for the data actually support these characteristics. Stedman's generalized alternatives lack adequate supportive evidence. (CJH)

Author: Bryk, Anthony S.; Raudenbush, Stephan W.
Title: ***Toward a more appropriate conceptualization of research on school effects: a three-level linear model.***
Source/Publ.: American Journal of Education, 97(1)
Page(s): 65-108 *Date/Year:* November 1988 *Accession No.:* 005

Abstract: With the development of a statistical theory of hierarchical linear models, the methodological problems of measuring change and accessing multilevel effects have been resolved. The use of this model offers researchers the opportunity to study the school environment and its effects on individual development and student learning.

ERIC Document: ED378370
Author: Contreras, A. Reynaldo.
Title: ***Use of educational reform to create effective schools.***
Source/Publ.: Education and Urban Society, 2(4)
Page(s): 399-413 *Date/Year:* August 1988 *Accession No.:* 101
Notes: Theme issue with title *"Excellence and Equity in Education: Models for Success."*

Abstract: Discusses the tension between educational reform movements that focus on school effectiveness and earlier reform movements that emphasized equal opportunities for the disadvantaged. Argues that the two movements are complementary, not mutually exclusive. (FMW)

ERIC Document: ED233913
Title: ***Educating Americans for the 21st century: a plan of action for improving mathematics, science and technology education for all American elementary and secondary students so that their achievement is the best in the world by 1995.***
Institution: National Science Board Commission on Precollege Education in Mathematics, Science and Technology.
Source/Publ.: National Science Foundation.
Place of Publ.: Washington, DC
Page(s): 139p. *Date/Year:* 1983 *Accession No.:* 145

Abstract: Presented is a detailed plan of action directed toward the Nation's achieving world educational leadership (as measured by student achievement, participation levels, and other non-subjective criteria) in mathematics, science, and technology in elementary/secondary schools by the year 1995. Sweeping and drastic changes are proposed in the breadth of student participation, methods and quality of teaching, student preparation/motivation, course content, and achievement standards. These changes will be accomplished by: building a strong and lasting national commitment to quality mathematics, science, and technology education for all students; providing earlier/increased exposure to these fields; providing a system for measuring student achievement/participation; retraining current teachers, retaining excellent teachers, and attracting new teachers of the highest quality and commitment; improving the quality/usefulness of courses taught; establishing exemplary programs; utilizing available resources, including new information technologies and informal education; and establishing a procedure to determine costs of required improvements and how to pay for them. Each of these areas is discussed in this report. In addition, the following information is provided in appendices (exhibits): brief descriptions of program/activities reviewed during the preparation of the report, suggested course topics and criteria for their selection, costs of recommended federal initiatives, imaginative ways to enhance teacher compensation, and computer uses in schools. (JN)

ERIC Document: ED255511
Title: ***Effective schooling practices: a research synthesis.***
Source/Publ.: Northwest Regional Educational Lab. Goal Based Education Program.
Place of Publ.: Portland, OR
Page(s): 21p. *Date/Year:* 1984 *Accession No.:* 169

Abstract: Characteristics and practices identified by research associated with improvement in student performance are synthesized. Findings are organized in three sections: the classroom; the school building; and the district. The research base upon which this synthesis is drawn focused upon: (1) school effects research: the whole school studied to identify schoolwide practices that help students learn; (2) teacher effects research: studies of teachers in the classroom to discover effective practices; (3) research on instructional leadership: studies focused on what principals do to support teaching and learning; (4) curriculum alignment research: studies of effective methods of organizing and managing curriculum; (5) program coupling research: examination of the interrelationships among practices used at the district, school building and classroom levels; and (6) research on educational change: studies to identify conditions and practices that promote significant, durable change in educational programs. Citations from research supporting the synthesized findings are provided. An extensive bibliography of effective schooling research is included. (JD)

Author: Egginton, Wynn M.; Jeffries, Thomas S.; Kidd-Knights, Dorothy.
Title: ***State-mandated tests for principals - a growing trend?***
Source/Publ.: NASSP Bulletin, 72(507)
Page(s): 62-71 *Date/Year:* April 1988 *Accession No.:* 012

Abstract: The authors conducted a survey of all 50 state departments of education as well as 11 large city school districts. The purpose was to find out how many require tests for principal candidates, how the tests were developed and how cut-off scores were established. The programs described in this article were selected to illustrate the range that exist in practice.

ERIC Document: ED230593.
Author: Fetler, Mark.
Title: ***Identification of exemplary schools: a secondary analysis of sixth grade data from the California Assessment Program.***
Page(s): 43p. *Date/Year:* 1983 *Accession No.:* 061
Notes: Paper presented at the annual meeting of the American Educational Research Association, Montreal, Quebec, April 11-15, 1983.

Abstract: See Cognitive Testing and Achievement.

Author: Ginsberg, Rick.
Title: ***Worthy goal...unlikely reality: the principal as instructional leader.***
Source/Publ.: NASSP Bulletin, 72(507)
Page(s): 76-82 *Date/Year:* April 1988 *Accession No.:* 017

Abstract: Although the effective schools movement emphasizes the importance of instructional leadership, the author argues whether this task should be the responsibility of the principal or not. A review of the current literature reveals some of the obstacles that make instructional leadership difficult for a principal to achieve. The author concludes that there are alternatives for achieving instructional leadership that do not involve the principal as the main player.

Author: Glickman, Carl D.
Title: ***Good and/or effective schools: what do we want.***
Source/Publ.: Phi Delta Kappan, 68(8)
Page(s): 622-24 *Date/Year:* April 1987 *Accession No.:* 050

Abstract: Takes issue with research findings on effective schools and discusses the differences between "effective" schools and "good" schools. The findings on effective schools are too often equated with desirable outcomes but fail to distinguish between "effectiveness" and "goodness". (MD).

Author: Gray, John.
Title: ***A competitive edge: examination results and the probable limits of secondary school effectiveness.***
Source/Publ.: Educational Review, 33(1)
Page(s): 25-35 *Date/Year:* February 1981 *Accession No.:* 063

Abstract: Using data from several British local education agencies, this analysis demonstrates that, when such intake variables as social background are controlled, school effects on attainment emerge; that is, students attending the "more effective" secondary schools gain a competitive edge in terms of public examination results. (Author/SJL).

ERIC Document: ED275703
Author: Hamilton, Stephen F.
Title: ***Indicators of school effectiveness: schooling outcomes in ecological perspective.***
Page(s): 19p. *Date/Year:* 1986 *Accession No.:* 129

Abstract: Bronfenbrenner's ecological paradigm is well suited for research on school effectiveness. Criteria for identifying effective schools should be thought of as indicators of learning occurring in a context of school practices and other influences. Use of the term "outcomes" implies a linear cause and effect relationship between school practices and student learning. Another limitation of conventional outcome measures is that they are not clearly tied to the ultimate aims of schooling which involve lifelong functioning. Constructive functioning in our culture requires transfer of knowledge to specific situations, weighing conflicting information, and determining the need for and finding additional information. Indicators of effective schooling should combine many measures predicting post school success, including both academic and nonacademic learning. Performance tests and research which establishes empirical validity would help select indicators. Indicators should recognize developmental changes in persons over time and across settings. A hypothetical school setting is described, in which academic knowledge and skills, independent learning, problem solving, and social responsibility are assessed as indicators. (GDC)

Author: Hannaway, Jane; Crowson, Robert (eds).
Title: ***The politics of reforming school administration.***
Source/Publ.: Journal of Education Policy, 3(5): Special Issue
Page(s): 201p. *Date/Year:* 1988 *Accession No.:* 250
Notes: This issue is co-published as the *Politics of Education Association (PEA) 1988 Yearbook*. Please note that these articles have not been individually abstracted.

Abstract: See Educational Reform and Improvement.

ERIC Document: ED295292
Title: ***Minnesota educational effectiveness: 1987 evaluation report.***
Source/Publ.: *Minnesota State Dept. of Education*
Place of Publ.: St. Paul, MN
Page(s): 21p. *Date/Year:* 1987 *Accession No.:* 163

Abstract: See Educational Reform and Improvement.

Author: Oakes, Jeannie.
Title: ***Keeping track, part 2: curriculum inequality and school reform.***
Source/Publ.: Phi Delta Kappan, 68(2)
Page(s): 148-54 *Date/Year:* October 1986 *Accession No.:* 068

Abstract: Continues the argument against tracking and ability grouping in schools. Traces circumstances and beliefs leading to this system of handling student diversity and shows how these factors obstruct schools' efforts to achieve two highly valued goals: academic excellence and equal opportunity. Suggests alternative approaches. (MLH).

ERIC Document: ED239396
Author: Raiche, Joseph J., Ed.; And Others.
Title: ***School improvement: research-based components and processes for effective schools.***
Institution: Minnesota State Dept. of Education
Source/Publ.: Educational Cooperative Service Unit of the Metropolitan Twin Cities.
Place of Publ.: Minneapolis, MN
Page(s): 106p. *Date/Year:* 1983 *Accession No.:* 170
Notes: Published in cooperation with the Multidistrict Consortium for Long-Range Planning.

Abstract: This synthesis of recent literature on school effectiveness offers educators empirical research on which to base plans for staff development and school improvement. The introduction notes the limitations of effective schools research and points out its potential to clarify thought about schools. A section on instruction reviews research on correlates and conditions of instructional effectiveness and the efficacy of such methods as direct instruction, programmed instruction, computer-assisted instruction, advance organizers, and questioning techniques. Research on factors influencing learning outcomes is reviewed in the following section, and methods and techniques including time-on-task, mastery learning, open education, and team teaching are considered. A chapter on implementation reviews research on the structure and dynamics of educational organizations, offers an overview of educational planned change research, discusses various change strategies and intervention tactics, and lists identified obstacles to planned change. The concluding chapter interprets the preceding reviews, defining school effectiveness as a multidimensional continuum and outlining the characteristics of effective schools. Specific indicators for each characteristic are provided and recommendations for successful planned change offered. (MJL)

Title: ***Restructuring schools: a policy statement of the Council of Chief State School Officers.***
Institution: Council of Chief State School Officers
Place of Publ.: Washington, DC
Page(s): 6p. *Date/Year:* November 13, 1989 *Accession No.:* 245

Abstract: The purpose of this review is to determine the impact, or potential impact, of the practices that propose to improve performance of students, particularly those who are at risk of school failure. The Council identifes 9 principles that should guide change in the schools: 1) a vision of expected student performance; 2) a belief that all students can meet high standards; 3) essential role of families in learning; 4) linkages among school and social services; 5) comprehensive changes within schools; 6) equity and excellence; 7) investment in professionals; 8) education, employment and economic development and 9) legal and financial support systems. They also identify 7 enabling strategies for the states in this endeavour: 1) continuing renewal of the education system; 2) educating pre-professionals and professionals; 3)providing quality technical assistance; 4) developing model collaborative actions; 5) supporting networks for education leaders; 6) ensuring equity and 7) analysis and evaluation of results.

Author: Sackney, Larry E.
Title: ***Practical strategies for improving school effectiveness.***
Source/Publ.: The Canadian School Executive, 6(4)
Page(s): 15-20 *Date/Year:* October 1986 *Accession No.:* 235

Abstract: This article presents a brief overview of the school effectiveness literature. The author suggests a model of school effectiveness that focuses on three central features: a common mission, an emphasis on learning and a climate conducive to learning. Eleven attributes are identified as important for developing school culture: instructional leadership, purpose, school "ethos", practical monitoring, teacher skills, high expectations, instructional focus, student participation, appearance and comfort, rewards and praise, and consistency.

Author: Shiba, Shoji.
Title: ***The excellent education system for one and a half million children.***
Source/Publ.: Programmed Learning and Educational Technology, 23(4)
Page(s): 306-30 *Date/Year:* November 1986 *Accession No.:* 089

Abstract: This description of a popular private educational system in Japan, the Kumon Method, focuses on instruction in arithmetic for primary school students. Highlights include the educational philosophy of the system, instructor training, acceptance by parents, and use of the system as a model for educational systems of the future. (LRW)

ERIC Document: ED249579
Author: Spady, William G.
Title: ***Organizing and delivering curriculum for maximum impact.***
Page(s): 19p. *Date/Year:* June 1984 *Accession No.:* 152
Notes: In: *"Making our schools more effective: proceedings of three state conferences."*

Abstract: This paper presents ideas relating to curriculum organization from the Far West Laboratory for Educational Research and Development publication, Excellence in Our Schools: *Making It Happen*, which attempted to synthesize nine reports written in response to the National Commission on Excellence in Education report, *A Nation at Risk.* It begins by summarizing four general points that are consistent across all nine reports: (1) include higher-order thinking and application skills within the definition of literacy and competence; (2) assure that all students acquire these skills; (3) employ models of instructional delivery that maximize available resources; and (4) evaluate and improve both staff and program effectiveness. The essential components of excellence in schooling, for the purpose of this paper, are drawn from *A Nation at Risk* and include: an instructional system capable of providing the individual learner with an appropriate level of challenge and a realistic opportunity to succeed in meeting clear instructional goals. Three school districts whose instructional programs come close to meeting this ideal excellence are described: Johnson City, NY; Red Bank, NJ; and New Canaan, CT. In each case, instruction is guided by a clearly defined goal, teaching is clearly directed toward that goal, and students are explicitly assessed according to the goal. Finally, academic learning time is cited as a key to school improvement, and it is concluded that raising standards is contingent upon clarity of goals, organization of curriculum, opportunities to learn, quality of instruction, opportunities to demonstrate competence, and staff communication and collaboration. (TE)

ERIC Document: ED299698
Author: Steller, Arthur W.
Title: ***Effective schools research: practice and promise. Fastback 276.***
Source/Publ.: Phi Delta Kappan
Page(s): 55p. *Date/Year:* 1988 *Accession No.:* 109

Abstract: This booklet presents the concept of school effectiveness, the factors associated with effectiveness, and supporting research. Six factors of school effectiveness are discussed: (1) strong instructional leadership by the principal; (2) clear instructional focus; (3) high expectations and standards; (4) safe and orderly climate; (5) frequent monitoring of student achievement; and (6) active parent involvement. Included is a chapter on the current debate surrounding the effective schools movement. Fifty-four references are included. (SI)

Author: Timar, Thomas.
Title: ***The politics of school restructuring.***
Source/Publ.: Phi Delta Kappan, 71(4)
Page(s): 264-275 *Date/Year:* December 1989 *Accession No.:* 244

Abstract: The author presents a review of the school restructuring movement in the United States. The impact of this movement on three different school districts is highlighted: Washington, Jefferson County and Dade County. The author suggests that the trend toward state regulation of schools is working against the restructuring movement. The metaphor of the school as a baseball team is used to illustrate the cooperative spirit that is required in order to produce a "winning season" (a crop of students who have mastered a set of fundamental skills).

Author: Walberg, Herbert J.
Title: ***Improving the productivity of America's schools.***
Source/Publ.: Educational Leadership, 41 (8)
Page(s): 19-27 *Date/Year:* May 1984 *Accession No.:* 140

Abstract: See Outcomes/Results of Education.

Teacher/Teaching Effectiveness

Author: Atkin, J. Myron.
Title: ***Can educational research keep pace with education reform?***
Source/Publ.: Phi Delta Kappan, 71(3)
Page(s): 200-205 *Date/Year:* November 1989 *Accession No.:* 246

Abstract: The major argument in this article is that until teachers become full partners in educational research, the progress of meaningful school reform will be stalled. The author traces some of the development in teacher education that has led to a widening gap between studies conducted in universities and their lack of applicability to the classroom. Even with the collaborative approaches of the 1970s that saw more research conducted in the classroom, teachers were not viewed as central to the process. The message seems to be: knowledge generated by outsiders carries the most weight. The author concludes that action research, which sees teacher-as-researcher, holds the promise for more profound understanding of educational events because it not only allows for more focus on the concerns of teachers, but it also helps them to have more confidence in the value of their experiences.

Author: Busch, John C.; Jaeger, Richard M.
Title: ***Policy and educational standards.***
Source/Publ.: Administrator's Notebook, 33(6)
Page(s): 4p. *Date/Year:* 1989 *Accession No.:* 202

Abstract: The authors discuss the issues surrounding standard-setting in the hiring practices of teaching staff for policymakers and administrators. Views from the measurement and legal communities are summarized. From a study of standard-setting in North Carolina, the authors present seven recommendations: 1) Standards (for hiring staff) should be based on a professional analysis of the qualities of education providers; 2) A systematic, well-recognized standard-setting method should be used; 3) The standard-setting process should be iterative; 4) Judges should be fully informed of the social consequences of their recommendations; 5) Judges should have the opportunity to discuss and evaluate their responses; 6) The qualifications of those who recommend standards should be clearly established and whenever possible, several types of judges should be employed; 7) All standards are fallible, therefore standards should be set so as to minimize errors that penalize individual examinees. The authors conclude that standards should be rationally based, legally robust, and scientifically sound.

ERIC Document: ED255511
Title: ***Effective schooling practices: a research synthesis.***
Source/Publ.: Northwest Regional Educational Lab. Goal Based Education Program.
Place of Publ.: Portland, OR
Page(s): 21p. *Date/Year:* 1984 *Accession No.:* 169

Abstract: See School/School Administration Effectiveness.

Author: Elliott, Emerson J.; Hall, Ron.
Title: ***Indicators of performance: measuring the educators.***
Source/Publ.: Educational Measurement: Issues and Practice, 4(2)
Page(s): 6-9 *Date/Year:* Summer 1985 *Accession No.:* 095

Abstract: See Accountability.

Author: Ellson, Douglas.
Title: ***Improving productivity in teaching.***
Source/Publ.: Phi Delta Kappan, 68(2)
Page(s): 111-24 *Date/Year:* October 1986 *Accession No.:* 013

Abstract: This abridged version of a report called *Improving the productivity of teaching: 125 exhibits* provides a brief overview of 75 research studies that focus on making changes in present teaching methods in order to improve the quality of instruction. According to these studies, this improvement would benefit not only students' academic achievements but also later real-world performance, with no significant increase in educational costs.

ERIC Document: ED280831
Author: Ellson, Douglas G.
Title: ***Improving the productivity of teaching: 125 exhibits. A CEDR monograph.***
Source/Publ.: Phi Delta Kappa
Place of Publ.: Bloomington, IN
Page(s): 129p. *Date/Year:* 1986 *Accession No.:* 164
Notes: ISBN-0-87367-723-4

Abstract: This monograph examines a collection of empirical evaluation studies, each of which compares two or more instructional practices, techniques, or systems for teaching a particular subject or curriculum in terms of one or more quantitative indices of instructional productivity, e.g., teaching effectiveness (pupil performance), and cost factors or both, and reports large between-group differences. Collectively the comparisons made in in the study identify 125 instructional treatments for which one or more indices of productivity was double or more than double that obtained for a comparison treatment or treatments. Categories of teaching methods and/or teaching systems include: (1) conventional instruction; (2) conventional teaching; (3) augmented conventional teaching; (4) conventional tutoring as supplement to conventional teaching; (5) content modification in conventional teaching; (6) procedural modifications of conventional teaching; (7)programmed learning; (8) programmed teaching including programmed tutoring; (9) partially programmed teaching; and (10) performance-based instructional design. The collection of 125 exhibits is appended, each summarized in terms of the source references. Brief descriptions are presented of the subject or subjects taught, the experimental and comparison treatments, the measures of productivity, and the results obtained in the comparisons. (JD)

Author: Evertson, Carolyn M.; And Others.
Title: ***Making a difference in educational quality through teacher education.***
Source/Publ.: Journal of Teacher Education, 36(3)
Page(s): 2-12 *Date/Year:* May-June 1985 *Accession No.:* 094

Abstract: This article reviews the extensive body of research surrounding teacher preparation programs in order to discuss questions implicit in the debate regarding the efficacy of teacher preparation programs. A model of teacher education is proposed. (MT)

Author: Good, Thomas L.
Title: ***Two decades of research on teacher expectations: findings and future directions.***
Source/Publ.: Journal of Teacher Education, 38(4)
Page(s): 32-47 *Date/Year:* July-August 1987 *Accession No.:* 086

Abstract: The types of teacher expectation effects found in the classroom are discussed, with emphasis on research involving teachers' expectations for and interactions with students believed to be of high or low potential. A model for use in understanding the dynamics of expectation communication to students is presented. (Author/MT)

Author: Ornstein, Allan C.
Title: ***Teacher effectiveness: current research and issues.***
Source/Publ.: Education and Urban Society, 18(2)
Page(s): 139-41 *Date/Year:* February 1986 *Accession No.:* 092
Notes: Theme issue on Teacher Effectiveness

Abstract: Presents a brief overview of the nine articles which make up this special issue on teacher effectiveness. Asserts that few activities are as crucial in schooling as teaching, and research toward its understanding must continue. (KH)

ERIC Document: ED239396
Author: Raiche, Joseph J., Ed.; And Others.
Title: ***School improvement: research-based components and processes for effective schools.***
Institution: Minnesota State Dept. of Education
Source/Publ.: Educational Cooperative Service Unit of the Metropolitan Twin Cities.
Place of Publ.: Minneapolis, MN
Page(s): 106p. *Date/Year:* 1983 *Accession No.:* 170
Notes: Published in cooperation with the Multidistrict Consortium for Long-Range Planning.

Abstract: See School/School Administration Effectiveness.

Author: Rosow, Jerome M.; Zager, Robert; Casner-Lotto, Jill and Associates.
Title: ***Allies in educational reform: how teachers, unions, and administrators can join forces for better schools.***
Institution: Work in America Institute
Source/Publ.: Jossey-Bass Publishers
Place of Publ.: San Francisco, CA
Page(s): 353p. *Date/Year:* 1989 *Accession No.:* 243

Abstract: This is the latest in a series of books of the Work in America Institute's National Policy Studies. The Institute observes that durable educational reform is only possible when everyone in the schools (system) is involved. The 18 chapters are divided into two parts: 1) Educational reform through management-teacher alliance (chapters 1 to 7); and 2) Educational alliances in action: eleven models of excellence (chapters 8 to 18). Part Two has three sections: 1) Reform at the district level (chapters 8 to 13); 2) Improving individual schools (chapters 14 and 15); and 3) Achieving excellence through special programs (chapters 16 to 18).

Author: Slavin, Robert E.
Title: ***Cooperative learning and student achievement.***
Source/Publ.: Educational Leadership, 46(2)
Page(s): 31-33 *Date/Year:* October 1988 *Accession No.:* 119

Abstract: Research evidence shows that cooperative learning strategies are not equally effective, though most positively affect self-esteem, intergroup relations, and the ability to work with others. To produce achievement gains, these methods must include both a group goal and individual accountability. Includes 19 references. (MLH).

Author: Stiggins, Richard J.
Title: ***Revitalizing classroom assessment: the highest instructional priority.***
Source/Publ.: Phi Delta Kappan, 69(5)
Page(s): 363-68 *Date/Year:* January 1988 *Accession No.:* 156

Abstract: See Cognitive Testing and Achievement.

Author: Unks, Gerald.
Title: ***Product-oriented teaching: a reappraisal.***
Source/Publ.: Education and Urban Society, 18(2)
Page(s): 242-54 *Date/Year:* February 1986 *Accession No.:* 054
Notes: Theme issue on Teacher Effectiveness.

Abstract: Considers disadvantages of the product-oriented, teacher accountability movement. Claims that mastery learning, academic learning time, direct instruction, and other measures of teacher effectiveness emphasize training at low cognitive levels and overlook educating the whole child. Recommends that more humanistic processes be used to determine and improve teacher effectiveness. (KH).

Author: Welch, Wayne W.
Title: ***Research in science education: review and recommendations.***
Source/Publ.: Science Education, 69(3)
Page(s): 421-48 *Date/Year:* June 1985 *Accession No.:* 072

Abstract: Reviews science education research over the past decades, examining trends in research and noting emphases and gaps in the coverage of science teaching and learning issues addressed by the research. Areas addressed include the content (antecedent conditions), transaction (interactions), and outcomes (results of instruction) for the domain of science education. (JN).

Author: Wittrock, Merlin C. (ed.)
Title: ***Handbook of research on teaching (3rd ed).***
Source/Publ.: Macmillan Publishing Co.
Place of Publ.: New York, NY
Page(s): 1037p. *Date/Year:* 1986 *Accession No.:* 253
Notes: ISBN-0-02-900310-5

Abstract: This handbook is a continuing project of the American Educational Research Association to document research on teaching. The 35 chapters in this edition are divided into 5 Parts: 1) Theory and method of research on teaching (chapters 1 to 8); 2) Research on teaching and teachers (chapters 9 to 17); 3) The social and institutional context of teaching (chapters 18 to 20); 4) Adapting teaching to differences among learners (chapters 21 to 24); and 5) Research on the teaching of subjects and grade levels (chapters 25 to 35).

Cognitive Testing and Achievement

Author: Alwin, Duane F.; Thornton, Arland.
Title: ***Family origins and the schooling process: early versus late influence of parental characteristics.***
Source/Publ.: American Sociological Review, 49(6)
Page(s): 784-802 *Date/Year:* December 1984 *Accession No.:* 075

Abstract: Compares the effects on high school achievement of family socioeconomic factors present during students' early childhood and during students' late adolescence. Results point to the potentially stronger role in cognitive development and school learning of early socioeconomic factors, except in the case of family size. (RDN).

ERIC Document: ED276741
Author: Anderson, Patricia S.
Title: ***Beyond the Wall Chart: issues for states.***
Source/Publ.: Northwest Regional Educational Lab., Assessment and Evaluation Program.
Place of Publ.: Portland, OR
Page(s): 50p. *Date/Year:* 1986 *Accession No.:* 128

Abstract: The Council of Chief State School Officers has raised some issues pertinent to the implementation of a national project to collect statistical indicators of academic achievement and to compare them across states. The United States Department of Education shares this concern, with an emphasis on sampling schools for a school level analysis which may be aggregated to the state level. Three issues raised by the Chiefs include the identification of subject matter domains for assessment, the scale for analysis and reporting of results, and the administration and standardization of testing across the states. Potential problems with national testing include the following: (1) redirection of state or local curriculum goals; (2) high costs of a better method of cross-state comparisons than the current Wall Chart; (3) separating the effects of student differences from curriculum or teaching effects; (4) difficulty in making useful conclusions from long-term testing; (5) conflict between state and local data indicators; (6) selection of a model which does not restrict data collection and analysis; and (7) practical implementation problems. Testing programs in five Northwestern states are briefly summarized: Alaska, Hawaii, Idaho, Oregon, and Washington. Montana has no state testing program. (GDC)

ERIC Document: ED301587.
Author: Archbald, Doug A.; Newmann, Fred M.
Title: ***Beyond standardized testing: assessing authentic academic achievement in the secondary school.***
Institution: National Association of Secondary School Principals; National Center on Effective Secondary Schools
Source/Publ.: Office of Educational Research and Improvement
Place of Publ.: Washington, DC
Page(s): 74p. *Date/Year:* 1988 *Accession No.:* 117

Abstract: This book was designed as an assessment of standardized testing and its alternatives at the secondary school level. More specifically, a framework for thinking systematically and creatively about assessment, a review of the uses and limitations of standardized tests of general achievement, and descriptions of several methods that may offer more helpful approaches to assessment are provided. All three specific components are grounded in a broad perspective that calls attention to the purposes of assessment, levels of assessment, and two critical issues (authenticity and multiple indicators). The nature of authentic academic achievement is discussed, and approaches to assessing authentic academic achievement are forwarded. Assessment of organizational academic quality is addressed, and implementation of assessment programs is reviewed. A discussion on the uses and limitations of standardized tests is appended. A 66-item list of references is included. (TJH).

ERIC Document: ED242227
Author: Boyer, Ernest L.
Title: ***High school: a report on secondary education in America.***
Institution: Carnegie Foundation for the Advancement of Teaching
Source/Publ.: Harper & Row, Inc.
Place of Publ.: New York, NY
Page(s): 380p. *Date/Year:* 1983 *Accession No.:* 143
Notes: ISBN-0-06-015193-5

Abstract: See School/School Administration Effectiveness.

Author: Broadfoot, Patricia.
Title: ***Profiles and records of achievement: a real alternative.***
Source/Publ.: Educational Psychology, 8(4)
Page(s): 291-97 *Date/Year:* December 1988 *Accession No.:* 178

Abstract: Considers long term possibilities of alternative forms of assessment. Traces the development of the records of achievement movement in Britain. Examines government initiatives in implementing alternative methods of assessment. Reports findings of the National Evaluation Project which favor the use of Records of Achievement. Considers the future of alternative assessment. (KO)

Author: Brown, Jane O.; And Others.
Title: ***Health variables and school achievement.***
Source/Publ.: Journal of School Health, 55(1)
Page(s): 21-23 *Date/Year:* January 1985 *Accession No.:* 076

Abstract: See Family/Socioeconomic Factors.

Author: Cardinet, Jean.
Title: ***The generalisability of an individual's progress.***
Source/Publ.: Educational Psychology, 8(4)
Page(s): 247-55 *Date/Year:* December 1988 *Accession No.:* 175

Abstract: Identifies questions pertinent to the issue of assessment. Notes that comparison of student achievement has negative social and psychological consequences. Suggests problems which are inherent in the process of assessment by objectives. Urges the measurement of the progress of each pupil from one stage of learning to the next. (KO)

Author: Cohen, Michael.
Title: ***Designing state assessment systems.***
Source/Publ.: Phi Delta Kappan, 69(8)
Page(s): 583-88 *Date/Year:* April 1988 *Accession No.:* 180

Abstract: Increased policymaking activity at the state level will increase the states' demands for relevant data to guide educational reform. This article presents a state assessment model serving three major purposes: (1) facilitating policy development; (2) mobilizing and sustaining political support for schools; and (3) improved educational quality. Includes seven references. (MLH)

Author: Duke, Charles R.
Title: ***Giving the competitive edge to students' academic achievement.***
Source/Publ.: NASSP Bulletin, 72(507)
Page(s): 1-7 *Date/Year:* April 1988 *Accession No.:* 010

Abstract: In order to highlight students' academic achievements, schools and school districts are encouraged to develop an academic competition program. The following elements should be considered prior to development: 1) focus of the event; 2) competitive skills tested; 3) competition entries; 4) sponsorship; 5) rewards. Some of the existing models for competitions are discussed.

Title: ***Education vital signs: volume V 1989/90.***
Source/Publ.: American School Board Journal, 176(10)
Page(s): A2-A27 *Date/Year:* October 1989 *Accession No.:* 214

Abstract: The six different articles in this annual issue of the Education Vital Signs deal with "dimensions of numerical illiteracy and reports on efforts to bolster math education". The following is a brief description of each of the articles. "Main Events" reviews the important news in education in 1989. "Leadership" examines the demographic profiles of school board members and administrators. "Innumeracy" discusses the US results in math achievement from the IEA studies and their implications. "Buildings and Bonds" presents the impending funding crisis for school construction. "Common Measures" reports statistics on SAT scores, drug use, dropout rates and grade averages. "State of the States" provides state-by-state statistics on measures such as enrolments, salaries, graduation rates, funding, and other indicators.

Source/Publ.: ***Educational Leadership, 46(7)***
Page(s): 2-75 *Date/Year:* April 1989 *Accession No.:* 242
Notes: Please note that these articles have not been individually abstracted.

Abstract: See Issues.

ERIC Document: ED300507
Author: Fairchild, Miriam E.; And Others.
Title: ***What price achievement: a cost-effectiveness study of chapter 1 and schoolwide projects.***
Institution: Austin Independent School District, Office of Research and Evaluation.
Place of Publ.: Austin, TX
Page(s): 12p. *Date/Year:* April 1988 *Accession No.:* 107
Notes: Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA, April 5-9, 1988.

Abstract: A cost effectiveness study by the Austin (Texas) Independent School District of its elementary compensatory reading programs, namely, the Chapter 1 Reading Improvement Program (Chapter 1 Regular) and Schoolwide Projects (SWP), found that the Schoolwide Projects cost two to three times as much to achieve the same gains in student achievement as did the Chapter 1 Regular program. Both programs are funded by the Education Consolidation and Improvement Act Chapter 1. Both programs measure improvement in reading skills with the Iowa Test of Basic Skills. The programs differ in the way that instruction is delivered. Chapter 1 students receive supplementary instruction from a reading specialist. SWP students receive all of their instruction in a classroom with students of mixed achievement levels, but where the pupil-teacher ratio has been reduced to 15-to-1. To measure achievement gains, percentiles were converted to Normal Curve Equivalents (NCE) and students' pre-test scores were compared to their post-test scores. Only teachers' salaries were used as the program cost. The cost per student was divided by the average NCE gain to obtain a cost-effectiveness figure that translates into dollars per NCE gain for each program for each year of implementation. A list of references is included. Statistical data are included on four tables. (FMW)

ERIC Document: ED230593.
Author: Fetler, Mark.
Title: ***Identification of exemplary schools: a secondary analysis of sixth grade data from the California assessment program.***
Page(s): 43p. *Date/Year:* 1983 *Accession No.:* 061
Notes: Paper presented at the annual meeting of the American Educational Research Association, Montreal, Quebec, April 11-15, 1983.

Abstract: This paper reports on regression-based methods for identifying exemplary schools. A distinction is made between schools which are maintaining an exceptional level of achievement and those which are improving their achievement in an extraordinary way. More schools were found which consistently exceeded expectations and fewer schools were found which improved extraordinarily, than would have been expected under a random model of school achievement. It was hypothesized that a strong tendency to persist in school practices and a great difficulty in altering them significantly would have this result. Results for mathematics were found to differ from those for reading and written expression. The greater opportunities for extracurricular learning in reading and written expression, compared to mathematics, were hypothesized to account for this. (Author).

Author: Glas, C.A.W.
Title: ***Psychometric aspects of maintaining standards of examinations.***
Source/Publ.: Educational Psychology, 8(4)
Page(s): 257-70 *Date/Year:* December 1988 *Accession No.:* 174

Abstract: Presents an overview of two approaches for the maintenance of standards and explores the psychometric aspects of each. In the first approach, test items are a fixed factor. In the second, two or more examinations can be constructed in advance. Suggests using the Rasch model to evaluate both approaches. (KO)

Author: Gray, John.
Title: ***A competitive edge: examination results and the probable limits of secondary school effectiveness.***
Source/Publ.: Educational Review, 33(1)
Page(s): 25-35 *Date/Year:* February 1981 *Accession No.:* 063

Abstract: See School/School Administration Effectiveness.

ERIC Document: ED274670.
Author: Hilton, Thomas L.
Title: ***Changes in student achievement and behaviors: a cross-sectional analysis, 1972-1980.***
Institution: National Center for Education Statistics
Page(s): 10p. *Date/Year:* 1986 *Accession No.:* 067
Notes: Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA, April 16-20, 1986.

Abstract: There were declines on achievement tests between 1972 and 1980. This study, the first part of *A Study of High School Excellence*, was designed to document changes in the achievement of high school seniors between 1972 and 1980, to identify the school and student factors related to these changes, and to examine the policy implications of the findings. Information on 1972 high school seniors and their schools comes from the National Center for Education Statistic's (NCES) *National Longitudinal Study of the High School Senior Class of 1972*. Data on 1980 high school seniors and their schools were drawn from a second NCES longitudinal study, *High School and Beyond*. Student achievement was measured by achievement tests in vocabulary, mathematics and reading administered to seniors at the time of the surveys. A "step down" analysis of covariance was used to estimate how 1972-1980 changes in population demographics, student behavior, school characteristics and home educational support system affected the average score decline. Findings suggested that the major factor contributing to test score decline was a decreased academic emphasis in the educational process. (JAZ).

Author: Hunt, James B.; And Others.
Title: ***Action for excellence.***
Source/Publ.: Educational Leadership, 41(1)
Page(s): 14-18 *Date/Year:* September 1983 *Accession No.:* 060

Abstract: Highlights problems in student achievement and the national need to broaden the definition of basic skills and renew the curriculum. Recommendations are included. (MLF).

Author: Koffler, Stephen L.
Title: ***Assessing the impact of a state's decision to move from minimum competency testing toward higher level testing for graduation.***
Source/Publ.: Educational Evaluation and Policy Analysis, 9(4)
Page(s): 325-36 *Date/Year:* Winter 1987 *Accession No.:* 018

Abstract: The author examines the impact of the New Jersey grade nine graduation test on the educational system there, as it changed from the Minimum Basic Skills Test in 1982 to the High School Proficiency Test in 1985. The following topics are also discussed: 1) reasons for the change; 2) composition of the new test; and 3) evaluation of test results from 1984-1986 inclusive.

Author: Koretz, Daniel.
Title: ***The new national assessment: what it can and cannot do.***
Source/Publ.: NEA Today; Special edition - Issues '89
Page(s): 32-37 *Date/Year:* January 1989 *Accession No.:* 204

Abstract: The author details some of the problems in the use of data from the National Assessment of Educational Progress (NAEP) as the basis for comparisons between states and as a tool to introduce accountability into the educational system. One of the problems is that test scores are not synonymous with levels of achievement (even though some tests are closer approximations than others). Thus, changes in test scores are not necessarily equivalent to changes in achievement (eg, improvements in scores can be the result of educators teaching to the test). Another problem is that differences in scores across states cannot always be used to infer differences in the quality of education of different schools because there are many more factors involved. Finally, NAEP scores are poor indicators because they are collected nationally and are not meant to be disaggregated to the level of the individual student or district. This severely limits the utility of the scores as many of the factors that affect the quality of education are at the school or classroom levels.

Author: Krope, Peter.
Title: ***The epistemology of assessment.***
Source/Publ.: Educational Psychology, 8(4)
Page(s): 281-89 *Date/Year:* December 1988 *Accession No.:* 173

Abstract: Considers examinations from the epistemological point of view. Questions whether the restricted claim to truth can be introduced into the examination. Offers the process of disputation as an alternative kind of examination which might resolve this problem. Warns that disputation, in its present form, is only a starting point for research. (KO)

Author: Lapointe, Archie E.; Mead, Nancy A.; Phillips, Gary W.
Title: ***A world of differences: an international assessment of mathematics and science.***
Institution: International Assessment of Educational Progress
Source/Publ.: Educational Testing Service
Place of Publ.: Princeton, NJ
Page(s): 95p. *Date/Year:* 1989 *Accession No.:* 196

Abstract: See Outcomes/Results of Education.

Author: Lerner, Barbara.
Title: ***A national census of educational quality - what is needed?***
Source/Publ.: NASSP Bulletin, 71(497)
Page(s): 42-44,46-52,54-58,60 *Date/Year:* March 1987 *Accession No.:* 088

Abstract: See Indicator Systems- National/Federal.

ERIC Document: ED252565.
Author: McGeever, James M.
Title: ***The decline of standardized test scores in the United States from 1965 to the present.***
Source/Publ.: Appalachia Educational Laboratory
Place of Publ.: Charleston, WV
Page(s): 49p. *Date/Year:* 1983 *Accession No.:* 078

Abstract: See Indicator Systems- National/Federal.

Author: Mussio, Jerry J.
Title: ***Provincial examinations and accountability.***
Source/Publ.: Bridges, 5(2)
Page(s): 11-12 *Date/Year:* December 1987 *Accession No.:* 022

Abstract: See Accountability.

ERIC Document: ED303300
Author: Nagy, Philip.
Title: ***An examination of differences in high school graduation standards.***
Source/Publ.: Canadian Journal of Education, 9(3)
Page(s): 276-97 *Date/Year:* Summer 1984 *Accession No.:* 115

Abstract: Describes Newfoundland's method of identifying discrepancies among high school graduation marks and the consequences for students of adjustments made to reduce the differences. Notes effect of size of school, random error, and influence of school or teacher on differences. Considers three sets of assumptions necessary for the analysis. (SB)

ERIC Document: ED287154
Author: Nagy, Philip; Drost, Dale.
Title: ***A comparison of scaling and correlational analysis of perceptions of mathematics objectives.***
Source/Publ.: Alberta Journal of Educational Research, 29(3)
Page(s): 180-95 *Date/Year:* September 1983 *Accession No.:* 116

Abstract: Reports results of a comparison of correlational and multidimensional scaling techniques as tools for analyzing the perceptions of three groups of mathematics teachers (at high school, vocational school, and university levels) of the relative importance of curricular objectives. Discusses the relationship of the two analyses and the implications for research. (SB)

ERIC Document: ED276767
Author: Nagy, Philip; Traub, Ross E.
Title: ***Strategies for evaluating the impact of province-wide testing.***
Institution: Ontario Dept. of Education
Source/Publ.: Ontario Institute for Studies in Education.
Place of Publ.: Toronto, ON
Page(s): 183p. *Date/Year:* 1986 *Accession No.:* 114

Abstract: This three-part document provides strategies for evaluating the impact of a province-wide testing program in Ontario and reviews the literature on the impact of testing. Part One identifies the effects of province-wide examinations for selected high school courses and proposes four studies to monitor these effects: (1) an analysis of data collected routinely by the Ministry of Education to assess enrolment trends and marking standards; (2) a survey of teachers to collect information about effects on curriculum; (3) a public opinion poll; and (4) an experiment of another aspect of the effects that examinations might have on marking standards. Part Two proposes studies for tracking the effects on: (1) variation in teacher marks; (2) the evidence teachers collect and use to evaluate achievement; (3) the implemented curriculum; (4) teacher's marking standards; (5) public perceptions of achievement in education and assessment; and (6) board policies governing the use of assessment results for personnel evaluation and promotion. Part Three is a review of the literature on testing effects divided into two sections: examinations and assessments. On the basis of the literature review, it was concluded that studies of the effects of either an examination or an assessment program on Ontario Education would not duplicate research done elsewhere. Lists of references follow each section, and the appendices following Part Three are selectively annotated bibliographies of the impact of examinations. (JAZ)

Author: Oescher, Jeffrey; Kirby, Peggy C.
Title: ***The effects of graduation test policies on student subgroups.***
Source/Publ.: Administrator's Notebook, 33(5)
Page(s): 4p. *Date/Year:* 1989 *Accession No.:* 203

Abstract: This article examines the inequities of high school graduation examinations for three subgroups of students (current versus future; racial and ethnic; public versus non-public). For the first subgroup, the authors note that currently 17 states in the US have mandated the use of these exit exams. Most of these exams are given beginning in the 9th or 10th grades. They stress that there must be adequate time given to schools to prepare students for changes in the graduation criteria because these changes need to be incorporated into the curricula. The second subgroup is the racial and ethnic students. A disproportionate number of these students fail the graduation exams. Although most states have mandated remediation programs for all students who fail, the districts that have a disproportionate number of minority students have not been provided with enough funds to supply these programs. The last group is the public versus non-public students. In some states, only students in public schools are required to write these exams in order to receive a diploma. Students in non-public schools receive a certificate that is essentially the same as a diploma but without having to write the exam. The problem arises when a student fails the exam and does not receive a diploma - a situation that would not occur with non-public school students. The authors conclude that graduation exams should only be implemented after careful review of existing practices in other states of the political and ethical implications of such a decision.

Source/Publ.: ***Phi Delta Kappan, 70(9)***
Page(s): 683-722 *Date/Year:* May 1989 *Accession No.:* 240
Notes: Please note that these articles have been individually abstracted.

Abstract: This is a series of 6 articles all dealing with the extensive use of standardized testing in the United States. The major theme of these articles is that standardized testing has been abused. Although millions of dollars are spent in testing each year, the results have not provided the type of information that educators need to improve teaching. Some of the articles offer new testing alternatives. Following is the list of articles in this series: "Searching for alternatives to standardized tests: whys, whats, and whithers" (Haney, W. & Madaus, G.); "Standardized testing: harmful to educational health" (Neill, D.M.; Medina, N.J.); "The $150 million redundancy" (Bracey, G.W.); "A true test: toward more authentic and equitable assessment" (Wiggins, G.); "Assessing the curriculum experienced by children" (Rogers, V.); "Assessing science learning in elementary school: why, what, and how?" (Raizen, S.A. & Kaser, J.S.).

Author: Rakow, Steven J.; And Others.
Title: ***Student achievement in science: a comparison of national assessment results.***
Source/Publ.: Science Education, 68(5)
Page(s): 571-78 *Date/Year:* October 1984 *Accession No.:* 079

Abstract: Students' understanding of basic science concepts (with particular emphasis on the interaction of science and society) was measured during a 1981-82 national assessment. These results are compared to those obtained from the Third Science Assessment (1977) to determine how students' knowledge has changed during the past five years. (JN).

Author: Resnick, Daniel P.; Resnick, Lauren B.
Title: ***Understanding achievement and acting to produce it: some recommendations for the NAEP.***
Source/Publ.: Phi Delta Kappan, 69(8)
Page(s): 576-79 *Date/Year:* April 1988 *Accession No.:* 176

Abstract: Reviews the 25-year record of the National Assessment of Educational Progress (NAEP), highlighting criticisms of test design and validity, sampling techniques, standards, and usefulness of results. Provides the newly organized NAEP with guidelines for selecting input variables and specifies nine variables to be studied. A sidebar describes NAEP's redesign. (MLH)

Author: Robinson, Colin G.
Title: ***Assessment and the curriculum.***
Source/Publ.: Educational Psychology, 8(4)
Page(s): 221-27 *Date/Year:* December 1988 *Accession No.:* 179

Abstract: Traces assessment trends in British education since 1983. Discusses the examination system recommended by the Secondary Examinations Council, reviews the documentation of achievement by means other than examinations, and outlines the introduction of the National Curriculum. Suggests that trends have made objectives clearer to students and have integrated assessment and curriculum. (KO)

ERIC Document: ED299141
Title: ***Science achievement in seventeen countries: a preliminary report.***
Institution: International Association for the Evaluation of Educational Achievement
Source/Publ.: Pergamon Press
Place of Publ.: Elmsford, NY
Page(s): 125p. *Date/Year:* 1988 *Accession No.:* 136
Notes: ISBN-0-08-036563-9

Abstract: In the period 1983 to 1986, the International Association for the Evaluation of Educational Achievement (IEA) undertook a study of science achievement in 24 countries at three levels in each school system: the 10-year-old level, typically grade 4 or 5; the 14-year-old level, typically grade 8 or 9; and the final year of secondary school, typically grade 12. This preliminary report presents some initial results from 17 countries including Australia, Canada, England, Finland, Hong Kong, Hungary, Italy, Japan, Korea, Netherlands, Norway, the Philippines, Poland, Singapore, Sweden, Thailand, and the United States. Science achievement tests were constructed collectively by the researchers from the participating countries. The publication presents results for the following topics: (1) the validity of the tests; (2) the mean achievement score for each country at each level; (3) for the 14-year-olds an extra result of the "bottom 25 percent" of children in school; (4) the achievement differences between boys and girls at each level; (5) the between school differences at each level; and (6) the percentage of schools in each country scoring below the lowest school in the highest scoring country. Appendices include descriptions of the test population, methods and sample test items. (CW)

ERIC Document: ED266043
Title: ***Science indicators: the 1985 report.***
Source/Publ.: National Science Foundation.
Place of Publ.: Washington, DC
Page(s): 333p. *Date/Year:* 1985 *Accession No.:* 131

Abstract: This report provides basic information on patterns and trends of research and development (R&D) performance in the United States itself and in relation to other countries, as well as data on public attitudes toward science and technology. Major areas addressed in the report's eight chapters include (1) the international science and technology system; (2) support for U.S. R&D; (3) science and engineering personnel; (4) industrial science and technology (examining scientists and engineers in industry, expenditures for R&D in U.S. industry, patented inventions, and university-industry cooperation in science and technology; (5) academic science and engineering (student enrolment and support, faculty roles, academic R&D, the supporting infrastructure, and other areas); (6) precollege science and mathematics education (considering student achievement, scholastic aptitude, top test scores, undergraduate student quality, courses and enrolment, international comparisons, and teachers of science and mathematics); (7) public attitudes toward science and technology; and (8) advances in science and engineering. This last chapter explores the role of sophisticated instrumentation in advancing scientific knowledge. It contains five case studies dealing with lasers, spectroscopy, superconductivity, monoclonal antibodies, and advanced scientific computing. (Detailed statistical tables are included in an appendix.) (JN)

ERIC Document: ED272534
Author: Silverman, Leslie J.; Taeuber, Richard C., (eds.)
Title: ***Invited papers: elementary/secondary education data redesign project, October 1985.***
Institution: National Center for Education Statistics
Page(s): 798p. *Date/Year:* 1985 *Accession No.:* 150

Abstract: This document includes invited papers written for the National Center for Education Statistics (NCES) Elementary/Secondary Education Data Redesign Project. Early in 1985, NCES began a thorough review of its data collection program. The purpose of the review was to address questions of the suitability, scope, reliability, and timeliness of statistical data in terms of the purposes those data serve, relative to instructional and administrative needs and relative to education policy issues. To initiate the dialogue, a number of individuals and organizations were invited to prepare a paper following guidelines provided by NCES. Individuals invited were likely to (1) use quantitative approaches in their analyses, and thus be data users, and (2) have the interest and time to produce a "thought paper," not a research paper. There was no intent to represent known positions or to provide balanced representations across sectors of the education community. Organizations were selected because of an identification with education issues and concerns. The results of these efforts may well be the design of a new plan for national data collections from institutions and individuals to be implemented over several years. A total of 38 individual papers, 16 organization papers, and 3 agency papers are included in this volume. (LMO)

Author: Stiggins, Richard J.
Title: ***Revitalizing classroom assessment: the highest instructional priority.***
Source/Publ.: Phi Delta Kappan, 69(5)
Page(s): 363-68 *Date/Year:* January 1988 *Accession No.:* 156

Abstract: Classroom assessment requires a great deal of time and effort; teachers may spend as much as 40 percent of their time directly involved in assessment-related activities. Yet teachers are not trained or prepared for this demanding task. Includes 17 references. (Author/MD)

Title: ***Trends in educational achievement.***
Source/Publ.: Congress of the United States
Place of Publ.: Washington, DC.
Page(s): 160p. *Date/Year:* 1986 *Accession No.:* 212
Notes: See also companion publication: *Educational achievement: explanations and implications of recent trends* (1987).

Abstract: See Outcomes/Results of Education.

ERIC Document: ED272568
Author: Turnbull, Brenda J.
Title: ***Comments on an elementary and secondary education data program.***
Source/Publ.: National Center for Education Statistics
Place of Publ.: Washington, DC.
Page(s): 12p. *Date/Year:* 1985 *Accession No.:* 051

Abstract: See Issues.

Author: Wainer, Howard; And Others.
Title: ***On "State Education Statistics".***
Source/Publ.: Journal of Educational Statistics, 10(4)
Page(s): 293-325 *Date/Year:* Winter 1985 *Accession No.:* 126

Abstract: In this paper, scores from the Department of Education's table, "State Education Statistics," are examined to see if they can be used for state-by-state comparisons to aid in the evaluation of educational policies that vary across states. (Author/LMO)

ERIC Document: ED272571
Author: **Walberg**, Herbert J.
Title: ***National statistics to improve educational productivity.***
Institution: National Center for Education Statistics
Page(s): 27p. *Date/Year:* 1985 *Accession No.:* 149
Notes: In: *Invited Papers: Elementary/Secondary Education Data Redesign Project.*

Abstract: The value of statistical research depends on valid comparisons which can usefully influence educational policy. Educational research needs to extend the measures of learning (such as the National Assessment of Educational Progress) through nationally-calibrated absolute measures and through computer-assisted and adaptive testing. Direct sampling by computer would make educational polls and national assessment faster and less expensive. A national bureau of educational standards might be founded to collect, coordinate, calibrate, archive, analyze, synthesize, and make available the data that are needed to improve educational productivity. Nine factors promoting efficiency and productivity of learning are classified in three broad categories: (1) student aptitude, including ability, development, and motivation; (2) instruction, including amount of time students engage in learning and quality of instructional experience; and (3) environmental factors, such as home climate, classroom social group, peer group, and television viewing. The tables in the appendix illustrate the effect of productivity factors on achievement revealed by quantitative syntheses carried out by a number of investigators in Australia, Canada and the United States during the past decade. (JAZ)

ERIC Document: ED206042
Author: Walberg, Herbert J.
Title: ***A psychological theory of educational productivity.***
Institution: National Institute of Education
Source/Publ.: Illinois University, Chicago Circle Campus.
Place of Publ.: Chicago, IL
Page(s): 44p. *Date/Year:* 1980 *Accession No.:* 154

Abstract: To solve problems of causality and measurement in educational research, this paper combines seven variables into a proposed model of educational productivity on achievement tests. The authors first review psychological models of educational production that relate learning to aptitude and environment, and note that these models do not allow for interaction between the aptitude and environment variables. The authors then describe productivity models in economics and demonstrate that such models are explicit and testable and do allow for interaction among variables. An educational model emulating the economics models is proposed to explain academic achievement on standardized tests. In this model of educational productivity, an equation combines the variables of student ability and motivation, instructional quantity and quality, home and classroom environments, and age. According to the authors, the interaction among the model's variables may explain a number of problems in educational research, including the lack of demonstrable results from instructional innovation or compensatory education, the weak correlations between achievement and instructional time, and the confusion in findings relating aptitude to teaching methods. The paper's final section stresses the need to test the proposed model on long-term empirical data. (RW)

ERIC Document: ED232958.
Author: Ward, Barbara.
Title: ***Achievement trends in the arts.***
Source/Publ.: Education Commission of the States
Place of Publ.: Denver, CO
Page(s): 8p. *Date/Year:* 1983 *Accession No.:* 081

Abstract: During the 1970s, the National Assessment of Educational Progress (NAEP) conducted two assessments of art abilities (1974-75 and 1978-79) and two of music skills (1971-72 and 1978-79) of 9-, 13-, and 17-year-olds, giving a picture of trends in performance over the course of the decade. State assessments were also conducted by Connecticut and Minnesota for comparison to NAEP findings. Findings in music indicate that knowledge about the elements of music and musical notation have decreased, although a positive attitude toward music prevails. Findings in art indicate that although knowledge about art is low, performance does improve with age and number of classes taken. Students are less willing to accept nontraditional art, pursue artistic activities outside of school, or perceive art as important. State assessments in Minnesota and Connecticut indicate that Minnesota compares favorably over the nation in music achievement while Connecticut outperformed the nation in both music and art. Due to emphasis on back-to-basics, the arts are not being nurtured as they might be, and efforts should be made to ensure that achievement levels in art and music do not erode further by (1) promoting greater awareness of the importance of art to physical and national well-being; (2) encouraging a more sophisticated view of art; (3) allocating state recommended minimum amounts of time to art and music; (4) employing certified art and music teachers; and (5) encouraging student participation in artistic endeavors. (LH).

Author: Weiss, Joel.
Title: ***Assessing nonconventional outcomes of schooling.***
Source/Publ.: Review of Research in Education, 8
Page(s): 405-454 *Date/Year:* 1980 *Accession No.:* 251

Abstract: See Outcomes/Results of Education.

Author: Wolf, Richard M.
Title: ***The NAEP and international comparisons.***
Source/Publ.: Phi Delta Kappan, 69(8)
Page(s): 580-82 *Date/Year:* April 1988 *Accession No.:* 181

Abstract: Two assessment agencies, the National Assessment of Educational Progress (NAEP) in the U.S. and the International Association for the Evaluation of Educational Achievement (IEA), provide the most promising framework for comparing U.S. education with education in other nations. These agencies can cooperate to resolve technical issues and make data interpretation and international comparisons more meaningful. (MLH)

Issues

Author: Bock, R. Darrell; Mislevy, Robert J.
Title: ***Comprehensive educational assessment for the states: the duplex design.***
Source/Publ.: Educational Evaluation and Policy Analysis, 10(2)
Page(s): 89-105 *Date/Year:* Summer 1988 *Accession No.:* 238

Abstract: This article describes a new design for educational assessment that does not take up more class time than a conventional achievement test but promises to deliver information at multiple levels for multiple purposes. Objectives of student achievement testing and those of assessment of the curriculum are combined. Items are written and scored on multiple levels: broad skills and content areas for information at the school or district level, more detailed proficiency scoring for the individual student level. This is made possible by the recent advances in statistics and measurement including item-response theory, matrix sampling, and two-stage testing.

Author: Bracey, Gerald W.
Title: ***The $150 million redundancy.***
Source/Publ.: Phi Delta Kappan, 70(9)
Page(s): 698-702 *Date/Year:* May 1989 *Accession No.:* 217

Abstract: The article deals with the controversy surrounding the use of the Scholastic Aptitude Test (SAT) in the United States. In particular, the work of Crouse & Trusheim (1988) "The Case Against the SAT" is highlighted. The major argument put forth is that SAT results do not improve college admission decisions. Adding SAT scores to high school marks only increases correct prediction by 2.7 out of 100 applicants. Furthermore, the use of SAT scores has the overall effect of differentially increasing the number of rejections of blacks. The author criticized the book for its lack of any real alternatives to the SAT problem. See also the following accompanying articles in the same issue: "Searching for alternatives to standardized tests: whys, whats, and whithers" (Haney, W. & Madaus, G.); "Standardized testing: harmful to educational health" (Neill, D.M. & Medina, N.J.); "A true test: toward more authentic and equitable assessment" (Wiggins, G.); "Assessing the curriculum experienced by children" (Rogers, V.); "Assessing science learning in elementary school: why, what, and how?" (Raizen, S.A. & Kaser, J.S.); and "The not so extracurriculum" (Lewis, A.C.).

Author: Connelly, F. Michael; Crocker, Robert K.; Kass, Heidi.
Title: ***National curriculum research: problems in the metamethodology of studies concerned with state policy and local variation.***
Source/Publ.: Comparative Education Review, 32(4)
Page(s): 430-451 *Date/Year:* November 1988 *Accession No.:* 206
Notes: See also Connelly, F. Michael; Crocker, Robert K. & Kass, Heidi (1985, 1989). *Science Education in Canada*. Volumes 1 and 2.

Abstract: The authors detail some of the problems encountered during the Canadian component of the Second International Science Study (SISS) of the International Association for the Evaluation of Educational Achievement (IEA). The Canadian project was coordinated by three principal teams in three different universities. A national study of such magnitude creates a broader set of problems than those for most empirical studies (such as sampling, data analysis). These metamethods deal with project organization and maintenance as well as the climate (context) surrounding the study. Some of the problems were: project focus, funding, coordination of the project, deliberation and decision making, and communications.

ERIC Document: ED299706
Title: ***Creating responsible and responsive accountability systems: report of the OERI state accountability study group.***
Source/Publ.: Office of Educational Research and Improvement
Place of Publ.: Washington, DC
Page(s): 78p. *Date/Year:* 1988 *Accession No.:* 108

Abstract: Most states pursue accountability in public education by collecting and reporting school data, but types of data collected, and how those data are reported and used in holding schools accountable, differ from state to state. This report is designed for state policymakers desiring to refine their existing accountability systems. The report's six sections raise basic design issues and provide research- and experience-based guidelines without providing definitive answers. Following an executive summary and introduction, section 2 describes the basic elements of a performance accountability system. Section 3 describes state accountability system variations related to primary responsibility; linkage with other state policies; indicator types; data collection, organization, and reportage levels; reporting mechanisms; and school comparison methods. Section 4 discusses uses and consequences of performance accountability systems. Local educators' actual use of these systems does not necessarily match state policymakers' assumptions. State-controlled and locally controlled systems are briefly compared. Section 5 treats unresolved dilemmas, including balancing oversight and improvement determining the appropriate accountability level, balancing statewide comparability with local ownership, expanding the alternatives to traditional standardized tests, making fair comparisons, and ensuring adequate capacity. In the final section, recommendations are given for designing better systems and for using accountability data to improve low-achieving schools and encourage high-performing or significantly improving schools. Included are 14 references and three appendices listing state accountability study group members and additional resource persons and providing tables of educational indicators. (MLH)

Source/Publ.: ***Educational Leadership, 46(7)***
Page(s): 2-75 *Date/Year:* April 1989 *Accession No.:* 242
Notes: Please note that these articles have not been individually abstracted.

Abstract: This issue contains a series of 17 articles dealing with reform in assessment. Some of the articles suggest new assessment methods; some discuss the impact of testing on students and the system. Following is the list of articles: 1) "Re-assessing assessment" (p.2; Costa, A.L.); 2) "Why we need better assessments" (pp.3-4; Shepard, L.A.); 3) "Authentic assessment in California" (pp.4-5; California Assessment Program Staff); 4) "Performance testing in Connecticut" (pp.6-7; Baron, J.B.); 5) "Daryl takes a test" (pp.10-15; Jervis, K.); 6) "High-stakes testing in kindergarten" (pp.16-22; Meisels, S.J.); 7) "Testing and curriculum reform: one school's experience" (pp.23-25; Livingston, C.; Castle, S., Nations, J.); 8) "On misuse of testing: a conversation with George Madaus" (pp.26-30; Brandt, R.); 9) "Testing and thoughtfulness" (pp.31-34; Brown, R.); 10) "Portfolio assessment: sampling student work" (pp.35-40; Wolf, D.P.); 11) "Teaching to the (authentic) test" (pp.41-49; Wiggins, G.); 12) "Advancing academic literacy through teachers assessment" (pp.50-52; Hiebert, E.H.; Calfee, R.C.); 13) "Let's tell the good news about reading and writing" (pp.53-56; Corbett, W.D.); 14) "Theory and practice in statewide reading assessment: closing the gap" (pp.57-63; Valencia, S.W.; Pearson, P.D.; Peters, C.W.; Wixson, K.K.); 15) "Michigan's innovative assessment of reading" (pp.64-69; Roeber, E. Dutcher, P.); 16) "How do we evaluate student writing? One district's ANSWER (Assessing North Scott Writers' Essay Reflections project)" (pp.70-72; Lewis, M.; Lindaman, A.D.); and 17) "Assessment for learning" (pp.73-75; Martinez, M.E.; Lipson, J.I.).

Author: Guskey, Thomas, R.; Kifer, Edward W.
Title: ***Ranking school districts on the basis of statewide test results: is it meaningful or misleading?***
Page(s): 29p. *Date/Year:* 1989 *Accession No.:* 200
Notes: Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA, March 1989.

Abstract: The purpose of this study was to investigate the validity of various procedures used to rank-order school districts throughout a state on the basis of statewide test results. Data for the study were drawn from the 1987 administration of the Kentucky Essential Skills Test (KEST), which is given each spring to all children enrolled in public school, grades kindergarten through twelve in the Commonwealth of Kentucky. Using these data, school districts were ranked, first using different aggregates of achievement scores and then using achievement scores adjusted for different combinations of demographic factors. These rankings were compared and differences noted. Results showed that the various ranking procedures yielded widely varied ranks for the majority of districts, regardless of whether non-adjusted or adjusted scores were employed. It was thus concluded that any ranking procedure is likely to create inaccurate public and governmental perceptions of variation in educational program, and may lead to misgiven conclusions regarding the quality of those programs. (Authors).

Author: Haney, Walter; Madaus, George.
Title: ***Searching for alternatives to standardized tests: whys, whats, and whithers.***
Source/Publ.: Phi Delta Kappan, 70(9)
Page(s): 683-687 *Date/Year:* May 1989 *Accession No.:* 215

Abstract: The purpose of the article is to address several questions about the state of standardized testing in the United States. The use of standardized testing has been steadily increasing over the past several decades. Some of the major complaints about testing are: giving an invalid picture of the state of learning in the country; being unfair to minority and non-English speaking students; corrupting the processes of teaching; diverting time and energy away from higher-order thinking skills. Technological advances in computing and scoring have largely been misused. The authors assert that what is needed is not more alternative test instruments but a more critical attitude towards assessment and a wider appreciation of the effects of testing on teaching and learning. See also the following accompanying articles in the same issue: "Standardized testing: harmful to educational health" (Neill, D.M. & Medina, N.J.); "The $150 million redundancy" (Bracey, G.W.); "A true test: toward more authentic and equitable assessment" (Wiggins, G.); "Assessing the curriculum experienced by children" (Rogers, V.); "Assessing science learning in elementary school: why, what, and how?" (Raizen, S.A. & Kaser, J.S.); and "The not so extracurriculum" (Lewis, A.C.).

Author: Kemmis, Stephen.
Title: ***Action research.***
Source/Publ.: Australian National University Press
Place of Publ.: Canberra, Australia
Page(s): 130-152 *Date/Year:* 1983 *Accession No.:* 188
Notes: In D.S. Anderson and C. Blakers (eds). *Youth, Transition and Social Change.*

Abstract: The author describes action research as a "systematic process of collaborative review and improvement of educational or social policies, programs, and practices". The history of action research is traced and the author offers an explanation for its resurgence in the 1980s. A model of action research is presented highlighting the recursive nature of action research whereby results of an evaluation can lead to critical self-reflection and ultimately to the evaluation of a revised model.

Author: Koretz, Daniel.
Title: ***Arriving in Lake Wobegon: are standardized tests exaggerating achievement and distorting instruction?***
Source/Publ.: American Educator, 12(2)
Page(s): 8-15 *Date/Year:* Summer 1988 *Accession No.:* 205

Abstract: The author critiques the report by the group, Friends of Education, titled: *Nationally normed elementary achievement testing in America's public schools: how all fifty states are above the national average.* The report has been nicknamed the *Lake Wobegon Report* because of its implausible findings. The author identifies some specific problems that may have contributed to the inflation of test scores. One of the problems is the use of dated norms. As the same standardized tests are used over a long period of time, the utility of the norms provided by the test developer decreases because of the increasing differences between the characteristics of the original normed sample and current samples. Another problem is one of test and student selection. Districts can improve their students' scores by choosing tests that best match their schools' curricula. Districts can also preclude those students that are likely to perform poorly and thereby improve their relative standing. The author suggests several options to remedy the problem while still maintaining national testing.

Author: Longstreet, Wilma S.
Title: ***Action research: a paradigm.***
Source/Publ.: Educational Forum, 46 (2)
Page(s): 135-58 *Date/Year:* Winter 1982 *Accession No.:* 141

Abstract: Discusses the major characteristics of the scientific and the humanistic approaches to research. Proposes that for the applied, human service professions such as education, action research is a more appropriate method. (SK)

Author: McLean, Leslie D.
Title: ***Achievement measures made relevant to pedagogy.***
Source/Publ.: McGill Journal of Education, 23(3)
Page(s): 243-252 *Date/Year:* Fall 1988 *Accession No.:* 223

Abstract: The author suggests that conventional achievement tests are not relevant for teaching and learning because they are developed with the theory that achievement is a psychological trait. Functional or communicative language theories are suggested as alternatives. These suggest the use of portfolios as systematic, cumulative records of performance. The author provides an example using the mathematics and science curricula in the middle school.

Author: Neill, D. Monty; Medina, Noe J.
Title: ***Standardized testing: harmful to educational health.***
Source/Publ.: Phi Delta Kappan, 70(9)
Page(s): 688-697 *Date/Year:* May 1989 *Accession No.:* 216

Abstract: A recent study by the National Center for Fair and Open Testing (FairTest) estimated that the United States public schools administered 105 million standardized tests to 39.8 million students during the 1986-87 school year. The authors criticized standardized testing on technical grounds (assumptions, reliability, validity, test bias) as well as the negative impact of testing on schools and learning. Summarizing the recommendations from FairTest, the authors suggest that assessment should only be used as an occasional adjunct, obtaining certain basic but limited information about education. They also stress that problems in education are not only limited to testing but more broadly with questions such as "Whom do we educate? How do we do so? And for what end? See also the following accompanying articles in the same issue: "Searching for alternatives to standardized tests: whys, whats, and whithers" (Haney, W. & Madaus, G.); "The $150 million redundancy" (Bracey, G.W.); "A true test: toward more authentic and equitable assessment" (Wiggins, G.); "Assessing the curriculum experienced by children" (Rogers, V.); "Assessing science learning in elementary school: why, what, and how?" (Raizen, S.A. & Kaser, J.S.); and "The not so extracurriculum" (Lewis, A.C.).

Author: Plisko, Valena White; And Others.
Title: ***Assessing national data on education.***
Source/Publ.: Educational Evaluation and Policy Analysis, 8(1)
Page(s): 1-16 *Date/Year:* Spring 1986 *Accession No.:* 159

Abstract: This study evaluates 35 federal and privately sponsored databases that report national education statistics in terms of their potential for informing policy deliberations. It argues that for all the national data collected, information is lacking on several major concerns, is often inadequate statistically, and is sometimes contradictory. Various improvements are proposed. (Author/JAZ)

Author: Raizen, Senta A.; Kaser, Joyce S.
Title: ***Assessing science learning in elementary school: why, what, and how?***
Source/Publ.: Phi Delta Kappan, 70(9)
Page(s): 718-722 *Date/Year:* May 1989 *Accession No.:* 220

Abstract: This article discusses the current relationship between science learning and assessment in the United States. Standardized tests are given in elementary schools (grades 3 or 4) in over half of the states. However, the authors argue that the information is not very useful because of the narrow range of knowledge and abilities being assessed. These problems are not limited to the format of the standardized tests. Both the type of science textbooks used and the type of teacher-made tests also encourage passive learning. In part, the problem is the lack of preparedness of the teachers' science and test construction. The authors suggest that science learning can be changed by improving the assessment process. Some of the criteria are: use questions that encourage complex problem-solving skills rather than rote learning, incorporate more active learning, use more observations to assess the learning process. The authors also provide a list of questions for assessing the suitability of a test. See also the following accompanying articles in the same issue: "Searching for alternatives to standardized tests: whys, whats, and whithers" (Haney, W. & Madaus, G.); "Standardized testing: harmful to educational health" (Neill, D.M. & Medina, N.J.); "The $150 million redundancy" (Bracey, G.W.); "A true test: toward more authentic and equitable assessment" (Wiggins, G.); "Assessing the curriculum experienced by children" (Rogers, V.); and "The not so extracurriculum" (Lewis, A.C.).

ERIC Document: ED275744.
Author: Rock, Donald A.; And Others.
Title: ***Study of excellence in high school education: longitudinal study, 1980-82 final report.***
Institution: Educational Testing Service
Source/Publ.: Center for Statistics (OERI/ED)
Place of Publ.: Washington, DC.
Page(s): 773p. *Date/Year:* 1986 *Accession No.:* 066

Abstract: See Outcomes/Results of Education.

Author: Rogers, Vincent.
Title: ***Assessing the curriculum experienced by children.***
Source/Publ.: Phi Delta Kappan, 70(9)
Page(s): 714-717 *Date/Year:* May 1989 *Accession No.:* 219

Abstract: This article describes the process of assessing "the curriculum of the mind". The author argues that what is taught (the traditional curriculum) can be very different from what is learned and incorporated by students. Although educators have a great deal of experience in assessing the traditional curriculum, there is very little development in the assessment of the experienced curriculum. The author offers two examples of this type of assessment: the techniques used by the Prospect School in Bennington, Vermont and another senior high school. See also the following accompanying articles in the same issue: "Searching for alternatives to standardized tests: whys, whats, and whithers" (Haney, W. & Madaus, G.); "Standardized testing: harmful to educational health" (Neill, D.M. & Medina, N.J.); "The $150 million redundancy" (Bracey, G.W.); "A true test: toward more authentic and equitable assessment" (Wiggins, G.); "Assessing science learning in elementary school: why, what, and how?" (Raizen, S.A. & Kaser, J.S.); and "The not so extracurriculum" (Lewis, A.C.).

ERIC Document: ED202904
Author: Schwartz, Terry Ann; Kaplan, Michael H.
Title: ***Operationalizing triangulation in naturalistic evaluation: community education in Kanawha County.***
Page(s): 14p. *Date/Year:* 1981 *Accession No.:* 155
Notes: Paper presented at the annual meting of the American Educational Research Association, Los Angeles, CA, April 13-17, 1981.

Abstract: The benefits accrued through the use of triangulation as both a design strategy and an analytic tool cannot be overstated. Triangulation allows for the clustering and organizing of disparate yet related data. Finding out what the data have in common and how the data are different allow the researcher to eliminate (or reduce) the number of plausible rival hypotheses which might explain such data. Triangulation was applied in an evaluation of a community education (CE) program in Kanawha County (KC), West Virginia. Interviews and questionnaires were constructed to gather information relative to the following questions: (1) How successful is the program in KC in achieving its outcomes? (2) How effective is the program in KC in providing services? (3) How efficient is the program in KC in delivering services? (4) What are the major strengths and weaknesses of the program in KC? and (5) What difference has the CE program in KC made in the lives of the residents? Information was collected from CE staff, school faculties, school administration members, community residents, community agency officials, and school-age children. Two methodological approaches, descriptive and case, were used in the operationalization of the evaluation. (RL)

Title: ***Special issue on educational assessment.***
Source/Publ.: Educational Researcher, 18(9)
Page(s): 3-32 *Date/Year:* December 1989 *Accession No.:* 254
Notes: Please note that these articles have not been individually abstracted.

Abstract: This issue contains a series of five articles dealing with issues in assessment. Following is the list of articles: 1) "New direction in educational assessment" (pp.3-7; Nickerson, R.S.); 2) "Toward assessment of cognitive and conative structures in learning" (pp.8-14; Snow, R.E.); 3) "Strategy diversity and cognitive assessment" (pp.15-20; Siegler, R.S.); 4) "Can we test validity for critical thinking" (pp.21-26; Norris, S.P.); and 5) "A systems approach to educational testing" (pp.27-32; Frederiksen, J.R.; Collins, A.).

ERIC Document: ED272568
Author: Turnbull, Brenda J.
Title: ***Comments on an elementary and secondary education data program.***
Source/Publ.: National Center for Education Statistics
Place of Publ.: Washington, DC.
Page(s): 12p. *Date/Year:* 1985 *Accession No.:* 051

Abstract: The National Center for Education Statistics (NCES) could provide better information for policy makers by (1) analyzing likely uses of the information it collects and disseminates; (2) launching more detailed investigations of educational inputs and processes; (3) taking some steps to place findings on educational outcomes in context; and (4) continuing to attack the problem of quality control. To study the needs of information users, NCES could classify the concerns expressed by various constituencies, analyze the published indicators of educational quality, and draw analogies to statistical indicators in other fields such as economics. To more fully describe educational inputs and processes, two types of data are important: the simplest demographic statistics, as well as detailed data on the use of educational resources. To measure and report educational outcomes, the tests used should be described, outcomes such as dropout rate and the number of general equivalency degrees earned should be reported, and higher-order cognitive skills should be emphasized. To maintain quality control, NCES should provide quality data from its national surveys, and take a firm stand on the quality and consistency of data received from state education agencies. (GDC).

Author: Wiggins, Grant.
Title: ***A true test: toward more authentic and equitable assessment.***
Source/Publ.: Phi Delta Kappan, 70(9)
Page(s): 703-713 *Date/Year:* May 1989 *Accession No.:* 218

Abstract: This article deals with the misuse of standardized tests as a means of establishing standards in education. Before one can discuss testing, one needs to determine the type of knowledge that the student should learn. Tests should reflect real-life complex situations; the issue of ecological validity is given much more importance. Some of the criteria for an authentic test are: use of multiple criteria for defining success; use of feedback, practice, rehearsals; the emphasis of depth rather than breadth of knowledge; and that the test is fair and equitable. See also the following accompanying articles in the same issue: "Searching for alternatives to standardized tests: whys, whats, and whithers" (Haney, W. & Madaus, G.); "Standardized testing: harmful to educational health" (Neill, D.M. & Medina, N.J.); "The $150 million redundancy" (Bracey, G.W.); "Assessing the curriculum experienced by children" (Rogers, V.); "Assessing science learning in elementary school: why, what, and how?" (Raizen, S.A. & Kaser, J.S.); and "The not so extracurriculum" (Lewis, A.C.).

ERIC Document: ED270222.
Author: Zimiles, Herbert.
Title: ***Rethinking the role of research: new issues and lingering doubts in an era of expanding preschool education.***
Institution: ERIC Clearinghouse on Elementary and Early Childhood Education
Source/Publ.: Office of Educational Research and Improvement
Place of Publ.: Washington, DC.
Page(s): 35p. *Date/Year:* 1986 *Accession No.:* 053
Notes: An earlier version of this paper was presented at the annual meeting of the American Educational Research Association, Chicago, IL, March 31-April 4, 1985.

Abstract: Changing ideas about the role of early education increasingly point toward universal preschool education for all children. Early education has come to serve many purposes but, as it expands, there is danger that the particular needs of young children will be overlooked by both professionals and parents. This essay underlines the vulnerability of young children and calls attention to the lifelong consequences of preschool experiences. Examining issues concerning the long term effects of preschool experiences, the discussion suggests that the value of early education will vary as a function of a matrix of factors including program quality, the vulnerability of individual children, and family needs. Additionally, the achievements and limitations of evaluation research are described within the context of possible deleterious effects of preschool education. Emphasis is given to the importance of developing ideographic methods of study to achieve more valid assessments of children's response to early education. It is suggested that more time be devoted to understanding the effects of substitute child care on parental attitudes and behavior and to delineating and documenting the damaging consequences of poorly run early childhood programs. (RH).

Outcomes/Results of Education

ERIC Document: ED293996.
Author: Barton, Paul E.
Title: ***What high school students know and can do.***
Page(s): 17p. *Date/Year:* 1988 *Accession No.:* 064
Notes: Paper presented at the Conference Board meeting "Beyond Business Education Partnerships: Aiming at a High Competitiveness Quotient", Washington, DC, March 8, 1988.

Abstract: The state of education today is a somewhat long story whose plot includes progress, accomplishment, mediocrity, and failure. Trends in achievement over the last two decades are mixed. Americans are gaining in equality of educational achievement. High school students read rather well (at least compared to the common understanding) and write quite poorly. Young adults in America are largely literate, but they fail alarmingly at many common tasks described to them through print. Finally, the proportion of the population reaching a higher-order, or critical, thinking level is likely seriously inadequate. (YLB).

Author: Boersma, Frederic J.; And Others.
Title: ***The Student's Perception of Ability Scale: an instrument for measuring academic self-concept in elementary school children.***
Source/Publ.: Educational and Psychological Measurement, 39(4)
Page(s): 1035-41 *Date/Year:* Winter 1979 *Accession No.:* 142

Abstract: The Student's Perception of Ability Scale (SPAS) was developed for use with students in grades 3 to 6. The test was determined to have relatively high reliability and reasonably strong validity. Data showed SPAS clearly differentiates between learning disabled and non-learning-disabled students. (Author/CTM)

ERIC Document: ED272539.
Author: Buccino, Alphonse.
Title: ***Monitoring the condition of education.***
Source/Publ.: National Center for Education Statistics
Place of Publ.: Washington, DC.
Page(s): 12p. *Date/Year:* 1985 *Accession No.:* 052

Abstract: Five categories of data collection are recommended for monitoring the quality of education: (1) outcomes, based on an input-output model, including data from student testing and credentials and degrees; (2) participation—who is served by education; (3) resources available to education; (4) long-term impact of education on work, income, self-esteem, and the society; and (5) purposes—needs of and expectations for the education enterprise. It is suggested that the following data sets be collected by the National Center for Education Statistics (NCES): student achievement, such as the National Assessment of Educational Progress and state comparisons; course enrolment; teacher quality and teacher supply and demand; and curriculum content. Additional comments are made suggesting the usefulness of further research on international comparisons; informal, out-of-school education; technology; data compatibility; and data interpretation. Although this paper sets forth criteria for monitoring the educational system, it is also recommended that the more difficult task of establishing standards be performed, to measure the degree to which criteria are met. (GDC).

Author: Connelly, F. Michael; Crocker, Robert K.; Kass, Heidi.
Title: ***Science education in Canada: volume 1 - policies, practices, & perceptions.***
Source/Publ.: OISE Press
Place of Publ.: Toronto, ON
Date/Year: 1985 *Accession No.:* 207
Notes: See also Volume 2.

Abstract: There are two volumes that detail the findings of the Canadian component of the Second International Science Study (SISS) of the International Association for the Evaluation of Educational Achievement (IEA). Volume 1 describes some of the organizational and contextual factors of science education in Canada. Canada is unique in that education is a provincial matter; there is no federal body responsible for education. The different provincial departments and their science curricula are described. Factors related to the teaching of science in Canada are also presented. The type of training for teachers and subsequent inservice programs are described.

Author: Connelly, F. Michael; Crocker, Robert K.; Kass, Heidi.
Title: ***Science education in Canada: volume 2 - achievement and its correlates.***
Source/Publ.: OISE Press
Place of Publ.: Toronto, ON
Page(s): 280p. *Date/Year:* 1989 *Accession No.:* 208
Notes: See also Volume 1.

Abstract: This volume describes the actual progress of the SISS. Data on over 20,000 students and their teachers were collected in May 1984. There were three populations of students: grades 5, 9 and 12/13. The country was divided into three regions: Western (the Territories, British Columbia, Alberta, Saskatchewan and Manitoba), Central (Ontario), and Eastern (Atlantic provinces). Quebec did not participate. Each student answered questions pertaining to the sciences as well as process skills. For the grades 12/13 group, separate tests were administered for biology, chemistry and physics. In order to gauge the level of preparedness of the students, teachers were asked five questions for each of the items on the science tests (eg, amount of time spent on that concept, importance of concept in the curriculum). In general, teacher perception of the importance of a concept was positively correlated with student achievement on that concept. Students were also asked to rate the conditions of learning. The traditional teaching methods were the most common. The study also investigated gender differences in science achievement and attitudes. Overall, males outperformed females in all groups and regions. Consistent with the achievement results, females had less positive attitudes than males.

ERIC Document: ED298660
Title: ***Context, outcomes and resources of elementary and secondary education in Oregon.***
Source/Publ.: Oregon State Dept. of Education
Place of Publ.: Salem, OR
Page(s): 64p. *Date/Year:* 1988 *Accession No.:* 110
Notes: Prepared by the Assessment and Evaluation Section, Division of Curriculum and School Improvement.

Abstract: See Educational Reform and Improvement.

ERIC Document: ED296439
Title: ***Education in the States. Volume I: state education indicators.***
Source/Publ.: Council of Chief State School Officers
Place of Publ.: Washington, DC.
Page(s): 49p. *Date/Year:* 1987 *Accession No.:* 162

Abstract: See Indicator Systems- National/Federal.

ERIC Document: ED285954.
Title: ***Educational achievement: explanations and implications of recent trends.***
Institution: Congressional Budget Office.
Source/Publ.: U.S. Congress
Place of Publ.: Washington, DC.
Page(s): 118p. *Date/Year:* 1987 *Accession No.:* 065

Abstract: This report analyzes possible causes of current trends in educational achievement and discusses implications for policy. It uses data described in the publication *Trends in Educational Achievement*, a Congressional Budget Office study released in April 1986, which assessed data about trends in test scores. This report begins with a discussion of the current controversy about achievement and goes on to describe the methods and problems of collecting and using test scores as measures of achievement. Next the report discusses approaches to explaining achievement trends. The longest section of the report discusses possible causes of those trends, among which are the following: (1) the changing ethnic composition of the school-age population; (2) increasing family size; (3) a watering down of course content in secondary schools; (4) changes in the amount of homework done by high school students; (5) Title I/Chapter 1 programs; (6) desegregation; and (7) changes in students' use of alcohol and other drugs. Also discussed are factors which probably did not contribute to the trend, such as state graduation standards. The report then evaluates educational policies and recommends ways of improving educational achievement. An appendix is included which summarizes evidence pertaining to the contributions of specific factors to test score trends. (PS).

ERIC Document: ED295341.
Title: ***Elementary and secondary education indicators in brief, 1987.***
Source/Publ.: Office of Educational Research and Improvement
Place of Publ.: Washington, DC.
Page(s): 73p. *Date/Year:* 1987 *Accession No.:* 047

Abstract: This publication contains 17 education "indicators," each telling a different and compelling story about American education. Most of the material comes from the Department of Education's 1986 and 1987 editions of *The Condition of Education*. Listed under "outcomes," are the following indicators: (1) reading performance of 9-, 13-, and 17-year-olds; (2) writing performance of 4th, 8th, and 11th graders; (3) college entrance examination scores; (4) high school completion, by race and ethnicity; (5) literacy skills of young adults; and (6) participation of high school graduates in postsecondary education. Listed under "resources" are the following indicators: (7) current expenditures per pupil; (8) pupil/teacher ratios; and (9) average annual salary of public school teachers. Listed under "context" are the following indicators: (10) school enrolment; (11) school enrolment rates for selected age groups; (12) aspects of the home environment and reading performance; (13) student drug and alcohol abuse; (14) teacher job satisfaction; (15) school problems as seen by teachers and the public; (16) public opinion ratings of schools and other institutions; and (17) state high school graduation requirements. A page of text summarizing the data and citing the source and a page of illustrations are provided for each indicator. Appended are 23 tables. (MLF).

Author: Elliott, Emerson, J.
Title: ***New directions and initiatives at NCES: implications for educational research, policy, and practice.***
Source/Publ.: Educational Researcher, 18(3)
Page(s): 11-16 *Date/Year:* April 1989 *Accession No.:* 237

Abstract: This article traces some of the major changes to the National Center for Education Statistics (NCES). The database is greatly expanded and made more appropriate and useful for policy and decision making. This is made possible in part by the increase in funding and changes in the organizational structure. The interdependence between useful statistics and continuing research is emphasized. The author sees an optimistic future because data are needed by all stakeholders in education to make informed decisions.

Author: Fraser, Barry J.; Walberg, Herbert J.; Welch, Wayne W.; Hattie, John A.
Title: ***Syntheses of educational productivity research.***
Source/Publ.: International Journal of Educational Research, 11(2)
Page(s): 147-252 *Date/Year:* 1987 *Accession No.:* 016

Abstract: See Indicator Systems- Models.

ERIC Document: ED268068.
Author: Ginsburg, Alan L.; Hanson, Sandra L.
Title: ***Values and educational success among disadvantaged students.***
Institution: Decision Resources Corp.
Source/Publ.: US Department of Education
Place of Publ.: Washington, DC.
Page(s): 26p. *Date/Year:* 1985 *Accession No.:* 070

Abstract: See Family/Socioeconomic Factors.

ERIC Document: ED268069.
Author: Hanson, Sandra L.; Ginsburg, Alan L.
Title: ***Gaining ground: values and high school success.***
Institution: Decision Resources Corp.
Source/Publ.: US Department of Education
Place of Publ.: Washington, DC.
Page(s): 59p. *Date/Year:* 1985 *Accession No.:* 069

Abstract: This study examines effects of traditional American values, held by students, their parents, and their friends on the success of students in school and their use of out-of-school time. Students' values in this study refer to the work ethic, importance attached to education, and strength of religiosity. Indicators of parents' values are concerns for their children's success in school. Values of a student's friends refer to the importance they attach to education. Data for this study came from the sample of 30,000 sophomores in the 1980 High School and Beyond Survey, which involved 1,100 high schools throughout the country. In 1982, there was a follow-up study of this sample of students. The primary finding of this study was that traditional American values are important predictors of students' success in school, as indicated, for example, by high academic achievement and infrequency of discipline problems in school. Traditional values are twice as important as family socioeconomic status in predicting the success of students in school. Another major finding was that students with strong traditional values were more likely than those with less-traditional values to use time outside of school to reinforce learning in school. For example, there was a significant difference in the amount of time spent on homework. Likewise, students with parents and friends who valued education and good behavior in school were more likely to have success in school. It seems that efforts to improve the American educational system must take into account the values held by students, their parents, and their friends. (JP).

ERIC Document: ED296009.
Author: Herman, Joan L.
Title: ***Los Angeles experience: evaluating the results of Concept 6 - Phase I.***
Institution: Los Angeles Unified School District. Research and Evaluation Branch.
Page(s): 13p. *Date/Year:* 1987 *Accession No.:* 046
Notes: Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA, April 5-9, 1988.

Abstract: The effects of the Concept 6 calendar on educational quality and opportunities in Los Angeles secondary schools (six junior and four senior high schools) were studied. This is Phase I of the study of the Concept 6 Calendar. Concept 6 schools operate year-round on a different calendar, but with the same instructional time as other schools. Data were collected through teacher and principal questionnaires and school test scores on: (1) educational programs; (2) instructional quality; (3) quality of worklife; (4) resource availability; and (5) student outcomes. The Concept 6 calendar offered potential for greater continuity of instruction with consequent advantages. Worklife was not evidently enhanced and few differences were found in the availability of resources. Student outcomes could not be shown to benefit from Concept 6 in comparison with other year-round schools, but detrimental effects were not shown either. (SLD).

Title: **1988 High school graduate survey.**
Source/Publ.: Alberta Advanced Education
Place of Publ.: Edmonton, AB
Page(s): 89p. *Date/Year:* October 1989 *Accession No.:* 239

Abstract: This is the report of a survey of recent Alberta high school graduates conducted in December 1988. The purpose was to collect information on post-educational experiences, plans and career aspirations of high school graduates. A total of 1,250 graduates were selected from a population of 21,905 secondary students who received an Alberta high school diploma between September 1, 1987 and August 31, 1988. The return rate was 65% (780 respondents). There are four major sections: participation rates in post-secondary education; rates in different programs and institutions; access to post-secondary education; and career aspirations. The document also contains a reproduction of the actual questionnaire used.

Author: Hopkins, David; Leask, Marilyn.
Title: **Performance indicators and school development.**
Source/Publ.: School Organization, 9(1)
Page(s): 3-20 *Date/Year:* 1989 *Accession No.:* 201

Abstract: See Indicator Systems- International.

ERIC Document: ED252976
Title: **Indicators of education status and trends.**
Source/Publ.: US Department of Education.
Place of Publ.: Washington, DC
Page(s): 117p. *Date/Year:* 1985 *Accession No.:* 132

Abstract: See Indicator Systems-National/Federal.

Author: Jaeger, Richard M.
Title: **About educational indicators: statistics on the conditions and trends in education.**
Source/Publ.: Review of Research in Education, 6
Page(s): 276-315 *Date/Year:* 1978 *Accession No.:* 252

Abstract: See Indicator Systems- National/Federal.

Author: Lapointe, Archie E.; Mead, Nancy A.; Phillips, Gary W.
Title: **A world of differences: an international assessment of mathematics and science.**
Institution: International Assessment of Educational Progress
Source/Publ.: Educational Testing Service
Place of Publ.: Princeton, NJ
Page(s): 95p. *Date/Year:* 1989 *Accession No.:* 196

Abstract: This is the report of the study conducted by the IAEP of student achievement in math and science. Five countries (Ireland, Korea, Spain, United Kingdom and United States) and four Canadian provinces (British Columbia, Ontario, Quebec and New Brunswick) participated. The assessment was done in February 1988. In total, approximately 24,000 13-year-old students from 13,000 different schools participated. Students were administered standardized tests (63 questions for mathematics, 60 questions for science) as well as surveys about school experiences and attitudes. The report provides a summary of the assessment results and describes the educational context of each of the participating countries/provinces.

Author: McEwen, Nelly; Larson, LeRoy; Fowlow, Rene; Nelson, Louise.
Title: ***Plan for disseminating project results.***
Institution: Alberta Education
Source/Publ.: Planning Services Branch
Place of Publ.: Edmonton, AB
Page(s): 61-69 *Date/Year:* 1986 *Accession No.:* 191
Notes: In *Educational Projects Procedures Manual.*

Abstract: The plan is part of the comprehensive procedures for dealing with educational projects. It outlines the stages of a project and provides a detailed description of the dissemination process. It identifies some of the key factors that can promote acceptance of the results. The plan also identifies the relevant recipients of results from educational projects.

ERIC Document: ED264007.
Author: Paterno, JoAnna.
Title: ***Mandatory kindergarten: will it make a difference in Kentucky.***
Page(s): 12p. *Date/Year:* 1984 *Accession No.:* 056

Abstract: In March of 1984, the Kentucky General Assembly revised and approved a senate bill that made kindergarten mandatory beginning with the 1985-86 school year. This paper reviews several national and state research studies which help demonstrate reasons why early education would be beneficial to a student population. Particularly discussed are the results of two national studies, the Consortium on Developmental Continuity and the Consortium for Longitudinal Studies, which indicate long-term educational effects. Studies in Kentucky, focusing specifically on the effects of kindergarten attendance on later academic achievement, revealed a significant difference in third and fifth grade achievement test scores between students with and without kindergarten experience. The students with kindergarten experience scored higher at both grade levels in reading, language, math, and total battery. In a study conducted by Paterno and Taylor, the effects of the kindergarten experience on immediate (first grade) academic achievement of rural children was investigated. Results indicated higher scores for kindergarten versus non-kindergarten experienced children in the same four areas. In conclusion, the paper discusses the need for further research and the concern for the effect of mandatory kindergarten on children in Kentucky. (DST).

Author: Prince, Julian.
Title: ***Testing the outcomes of schooling - what's needed?***
Source/Publ.: NASSP Bulletin, 71(498)
Page(s): 93-100 *Date/Year:* April 1987 *Accession No.:* 157

Abstract: At the core of evaluating school outcome is a clear goal statement and the ability to gather important and appropriate information. This process must not be left to chance. Able school leaders develop congruent testing and feedback activity for each phase of the school year cycle. Information is then used to build a framework for school improvement. Includes references. (MD)

Author: Radwanski, George.
Title: ***Ontario study of the relevance of education, and the issue of dropouts.***
Source/Publ.: Ontario Ministry of Education
Place of Publ.: Toronto, ON
Page(s): 213p. *Date/Year:* 1988 *Accession No.:* 249

Abstract: This report contains an introduction, three main sections, a conclusion, 22 policy observations and 35 recommendations. The mandate is "to identify and recommend ways of ensuring that Ontario's system of education is, and is perceived to be, fully relevant to the needs of young people, and to the realities of the labor market they are preparing to enter, with particular emphasis on the issue of high school dropouts". Section One discusses the philosophy of education. The author suggests that education can only be discussed meaningfully in terms of specific outcomes. The current content goals of education in Ontario are too vague; the author proposes 12 alternative essential ones instead. Section Two deals with dropouts. There is an overall rate of approximately 30%. However, this is mostly concentrated in the general or basic streams (rates of 60%) while the rate in the academic stream is much lower (12%). School-related reasons are cited as the most important factor in dropping out. Section Three deals with some specific recommendations for change at each of the elementary and secondary levels. Some of the specific recommendations are: education should be provided for children from the age of 3; the system of three streams be replaced by a single, undifferentiated stream; the credit system be replaced by a common program in the essential content areas (eg, English, mathematics, literature, science and technology, French, fitness and health) for all students.

ERIC Document: ED275744.
Author: Rock, Donald A.; And Others.
Title: ***Study of excellence in high school education: longitudinal study, 1980-82 final report.***
Institution: Educational Testing Service
Source/Publ.: Center for Statistics (OERI/ED)
Place of Publ.: Washington, DC.
Page(s): 773p. *Date/Year:* 1986 *Accession No.:* 066

Abstract: This report is the second of two technical reports produced as part of the Study of Excellence in High School Education. These studies are: (1) a cross-sectional analysis comparing 1972 high school seniors and their schools with 1980 high school seniors and their schools; and (2) a longitudinal analysis relating growth and development of 1980 high school sophomores to their schooling experience over the period 1980-82. The basic issues concern the identification of school and student factors that affect student outcomes. The major issues addressed are: (1) How did American high school students change between the sophomore and senior years in terms of cognitive achievement, educational and occupational aspirations, school related behaviors, and attitudes and values? (2) What factors accounted for changes in high school student outcomes (demographic, student variables, school variables and educational support systems)? (3) How did changes in the cognitive achievement and attitudes of high school dropouts differ from those of teenagers who chose to stay in high school? Appendices include: definition classification variables, description of ethnic group definitions, cross tabulation for the sample and student background, list of courses in the transcript file, and the detailed cross tabulation for changes in students' behavior, plans, and attitudes. (JAZ).

Author: Ross, John; Nagy, Philip.
Title: ***Esteem for the customs, cultures and beliefs of a wide variety of societal groups: exploration of an educational goal.***
Source/Publ.: Interchange, 18(3)
Page(s): 1-20 *Date/Year:* Fall 1987 *Accession No.:* 113
Notes: See this issue for a critique by Wilson Head (pp. 63-66) and a response by Ross and Nagy (pp. 66-67).

Abstract: Canadian schools give high priority to the acquisition of desirable social beliefs, attitudes, and behaviors including appreciation of cultural diversity. A study of 101 secondary school students and 100 college students which focused on the ideals of equality and esteem for other cultures is described. Instructional approaches are discussed. (MT)

ERIC Document: ED190698
Author: Smith, Mary Lee; Glass, Gene V.
Title: ***Relationship of class-size to classroom processes, teacher satisfaction and pupil affect: A meta-analysis.***
Institution: National Institute of Education
Source/Publ.: Far West Lab. for Educational Research and Development
Place of Publ.: San Francisco, CA
Page(s): 81p. *Date/Year:* 1979 *Accession No.:* 171

Abstract: Using data from previously completed research, the authors of this report attempted to examine the relationship between class size and measures of outcomes such as student attitudes and behavior, classroom processes and learning environment, and teacher satisfaction. The authors report that statistical integration of the existing research indicated that reduction in class size is associated with higher quality schooling and more positive attitudes. The meta-analysis procedure used by the authors revealed that small class size is associated with higher quality classroom environments, better student attitudes, and greater teacher satisfaction. Findings also indicated that class size effects are related to pupil age, with effects most noticeable for children 12 years and under and least apparent for pupils 18 or over. Tables of data are included in the report. A technical explanation of integrative analysis is appended. (Author/MK)

ERIC Document: ED255707.
Author: Stone, James R. III.
Title: ***Outcome standards for secondary marketing education.***
Page(s): 16p. *Date/Year:* 1984 *Accession No.:* 057
Notes: Paper presented at the American Vocational Association Convention, New Orleans, LA, December 1984.

Abstract: See Standards.

Author: Theodossin, Ernest; Thomson, Craig.
Title: ***Performance indicators: theory and practice.***
Source/Publ.: Coombe Lodge Report, 20(1)
Page(s): 68p. *Date/Year:* 1987 *Accession No.:* 233

Abstract: See Indicator Systems- International.

Author: Tomlinson, Tommy M.; Walberg, Herbert J. (eds)
Title: ***Academic work and educational excellence.***
Source/Publ.: McCutchan Publishing Co.
Place of Publ.: Berkeley, CA
Page(s): 299p. *Date/Year:* 1986 *Accession No.:* 192

Abstract: See Educational Reform and Improvement.

Title: ***Trends in educational achievement.***
Source/Publ.: Congress of the United States
Place of Publ.: Washington, DC.
Page(s): 160p. *Date/Year:* 1986 *Accession No.:* 212
Notes: See also companion publication: *Educational achievement: explanations and implications of recent trends* (1987).

Abstract: This volume and its companion deal with educational achievement trends for elementary and secondary school students. This volume contains mainly statistics with some interpretation. The information is organized into three chapters: 1) Understanding measures of educational achievement; 2) Aggregate trends in educational achievement, and 3) Group differences in achievement trends. The volume also contains five appendices, providing more detailed supplementary information. Generally, information is provided in both tabular and graphic forms.

Author: Walberg, Herbert J.
Title: ***Improving the productivity of America's schools.***
Source/Publ.: Educational Leadership, 41(8)
Page(s): 19-27 *Date/Year:* May 1984 *Accession No.:* 140

Abstract: See Indicator Systems- Models.

Author: Walberg, Herbert J.
Title: ***Syntheses of research on teaching.***
Source/Publ.: Macmillan Publishing Co.
Page(s): 214-229 *Date/Year:* 1986 *Accession No.:* 194
Notes: In Merlin C. Wittrock (ed.) *Handbook of Research on Teaching* (3rd ed).

Abstract: The author presents a systematic summary of research findings from the following areas: teaching, productivity, open education, and instructional theories. Walberg discusses the importance of synthesis as an activity within the context of applied scientific research. Synthesis allows for identification of common themes and specific factors important for improving educational activities. The statistic, effect size, allows for findings (from various studies) to be summarized across different contexts, subjects, and other characteristics. See also Walberg, H. J. (1984). Improving productivity of American schools. *Educational Leadership*, 41, 19-30.

Author: Weiss, Joel.
Title: ***Assessing nonconventional outcomes of schooling.***
Source/Publ.: Review of Research in Education, 8
Page(s): 405-454 *Date/Year:* 1980 *Accession No.:* 251

Abstract: This paper presents the author's views on the conventional-nonconventional dimension of both assessment procedures and student outcomes. The author suggests that student outcomes have been too narrowly defined; they are based on results from tests of basic cognitive ability, subject-matter achievement, attitude towards school, and self-concept. The indicators chosen are important because they set an upper limit on the expectations for schooling. Part of the challenge is to push for changes in the political as well as the technical (ie, better instruments) areas. The author urges the use of a wide range of outcomes, and a wide range of nonconventional assessment techniques. Examples of outcomes are: attitudes/beliefs, motivation, coping strategies and cognitive styles. Examples of techniques are: greater emphasis on the use of direct, observational types of methods; treatment of context as a legitimate variable rather than as error variance; emphasis on techniques that are closer to real life situations.

Author: Wick, John W.
Title: ***The evaluation of quality and quality-with-equity in education.***
Source/Publ.: North Central Association Quarterly, 60(4)
Page(s): 422-33 *Date/Year:* Spring 1986 *Accession No.:* 055

Abstract: Argues that quality is measured by outcomes. Lists potential measures for high school quality. Considers problems and approaches to the assessment of quality-with-equity. Suggests tempering performance expectations according to germane input characteristics, evaluating the range of programs offered, and addressing the issue in terms of instructional quality and/or efficiency. (AYC).

Standards

Author: Burstein, Leigh.
Title: ***Educational quality indicators in the United States: latest developments.***
Source/Publ.: Studies in Educational Evaluation, 14(1)
Page(s): 75-89 *Date/Year:* 1988 *Accession No.:* 025

Abstract: Recent developments in the efforts to formulate national educational quality standards for the United States are discussed. Topics covered include samples of indicator efforts, the impetus for indicator activity, types of indicators, and the role of the National Assessment of Educational Progress. (TJH).

Author: Busch, John C.; Jaeger, Richard M.
Title: ***Policy and educational standards.***
Source/Publ.: Administrator's Notebook, 33(6)
Page(s): 4p. *Date/Year:* 1989 *Accession No.:* 202

Abstract: See Teacher/Teaching Effectiveness.

Author: Glas, C.A.W.
Title: ***Psychometric aspects of maintaining standards of examinations.***
Source/Publ.: Educational Psychology, 8(4)
Page(s): 257-70 Date/Year: December 1988 Accession No.: 174

Abstract: Presents an overview of two approaches for the maintenance of standards and explores the psychometric aspects of each. In the first approach, tests items are a fixed factor. In the second, two or more examinations can be constructed in advance. Suggests using the Rasch model to evaluate both approaches. (KO)

Author: Koder, L. Michael.
Title: ***Evaluating primary school achievements in the next decade.***
Source/Publ.: Australian Conference of Directors-General of Education
Place of Publ.: Sydney, Australia
Page(s): 19p. *Date/Year:* 1988 *Accession No.:* 189
Notes: Bulletin 10, Reporting on educational progress: performance indicators in education monograph series.

Abstract: See Indicator Systems- International.

Author: Messick, Samuel.
Title: ***Progress toward standards as standards for progress: a potential role for NAEP.***
Source/Publ.: Educational Measurement: Issues and Practice, 4(4)
Page(s): 16-19 *Date/Year:* Winter 1985 *Accession No.:* 071

Abstract: See Indicator Systems- National/Federal.

ERIC Document: ED303300
Author: Nagy, Philip.
Title: ***An examination of differences in high school graduation standards.***
Source/Publ.: Canadian Journal of Education, 9(3)
Page(s): 276-97 *Date/Year:* Summer 1984 *Accession No.:* 115

Abstract: See Cognitive Testing and Achievement.

ERIC Document: ED254901
Author: Spady, William G.; Marx, Gary.
Title: ***Excellence in our schools: making it happen. Status report.***
Institution: Far West Lab for Educational Research and Development
Source/Publ.: American Association of School Administrators.
Place of Publ.: Arlington, VA
Page(s): 34p. *Date/Year:* 1984 *Accession No.:* 096

Abstract: Several major reports on the status of education in the United States have been presented to the public and to educators and government bodies in recent years. Nine of these reports provide the source material for this document on the state of the search for educational excellence: Adler's *Paideia Proposal*; *A Nation at Risk*; *Making the Grade*; the College Board's *Academic Preparation for College*; *Action for Excellence*; Sizer's *Horace's Compromise*; Goodlad's *A Place Called School*; *Educating Americans for the 21st Century*; and Boyer's *High School*. The more than 700 recommendations and guiding principals presented in these reports have been reduced to an essential 88 in this review. The document begins by examining definitions of excellence, then turns to the problem of selecting and organizing the recommendations practically. Several operationally oriented categories are used: (1) goals and curriculum priorities; (2) standards, expectations, and requirements; (3) instructional content and process; (4) school organization and instructional delivery; (5) instructional time; (6) acquiring and using available resources; and (7) staff roles, responsibilities, and rewards. A section on principles, procedures, and materials to use in acting on the recommendations in a structured, effective way completes the docment. (PGD)

ERIC Document: ED255707.
Author: Stone, James R. III.
Title: ***Outcome standards for secondary marketing education.***
Page(s): 16p. *Date/Year:* 1984 *Accession No.:* 057
Notes: Paper presented at the American Vocational Association Convention, New Orleans, LA, December 1984.

Abstract: A national panel consisting of marketing education advisory committee members, former marketing education students, and marketing education teacher-coordinators reacted to a list of 34 outcome standards developed through a literature review. The 34 standards focused on program quality, program relevance, individual transition to and growth in the world of work, and program impact on support and usage of secondary marketing education. For the study a two-round Delphi technique was used. Of the 34 outcomes, 24 were identified as very important for secondary marketing education. Within these 24 standards, those focusing on the job, job performance, and attitudes towards the job tended to draw a stronger positive response than did those standards focusing on the individual. Recommendations were that the 24 standards be adopted as those to which secondary marketing education programs be held accountable and that each state develop a posttest for program completers and a longitudinal followup of students and employers. (Author/YLB).

ERIC Document: ED219442
Author: Stufflebeam, Daniel L.
Title: ***Standards for evaluations of educational programs, projects, and materials.***
Source/Publ.: McGraw-Hill Book Co.
Place of Publ.: Highstown, NJ
Page(s): 186p. *Date/Year:* 1981 *Accession No.:* 147
Notes: Developed by the Joint Committee on Standards for Educational Evaluation.
ISBN-0-07-032725-4

Abstract: Thirty specific standards developed as guiding principles to maintain the utility, feasibility, propriety and accuracy of evaluations in educational programs, projects and materials are presented. Utility Standards include Audience Identification, Evaluator Credibility, Information Scope and Selection, Valuational Interpretation, Report Clarity, Report Dissemination, Report Timeliness, and Evaluation Impact. Feasibility Standards include Practical Procedures, Political Viability, and Cost Effectiveness. Propriety standards include Formal Obligation, Conflict of Interest, Full and Frank Disclosure, Public's Right to Know, Rights of Human Subjects, Human Interactions, Balanced Reporting, and Fiscal Responsibility. Accuracy Standards include Object Identification, Context Analysis, Described Purposes and Procedures, Defensible Information Sources, Valid Measurement, Reliable Measurement, Systematic Data Control, Analysis of Quantitative Information, Analysis of Qualitative Information, Justified Conclusions, and Objective Reporting. By following these guidelines, evaluators can serve the practical information needs of a given audience by conducting realistic, prudent and frugal evaluations that are ethical and valid in reflecting the study objects' features and merit. Each standard is defined with its purpose and procedural guidelines. Difficulties in applying standards and tradeoffs are discussed with cases illustrating the standards which are relevant to broad evaluation functions. The rationale and development of the standards are discussed. (CM)

Author: Walberg, Herbert J.
Title: ***We can raise standards.***
Source/Publ.: Educational Leadership, 41(2)
Page(s): 4-6 *Date/Year:* October 1983 *Accession No.:* 080

Abstract: Compares the educational productivity of the United States with that of Japan and explains how confusion of policies, lower standards, and demographic trends have contributed to this situation. States that, given the willpower, we can utilize research findings to increase our national achievement standards. (MLF).

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Appendix 1 Educational Reform in Canada

The following reports document the major educational reform movements in the provinces and territories since the late 1950s. Not included in this list are those reports that discuss changes in specific curriculum areas such as mathematics, social studies and the sciences.

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